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ABSTRACT

The manual presents guidelines for developing a special education service delivery system that are flexible enough to accommodate individual needs of local education agencies (LEAs) in Minnesota. Following a general introduction, the manual is organized in three sections: (1) description of essential components in the special education system; (2) an internal evaluation and improvement process; (3) a planning process for special education change. Each section begins with an introduction which provides background information (e.g., purpose, scope, and implementation suggestions). The first two sections are structured according to 15 program components (each of which has a stated standard): identification, referral, assessment, individual program planning, instructional delivery/ programs, staff, physical plant, parent involvement/due process, personnel development, interagency cooperation, transportation, instructional resources, community relations, fiscal resources, and governance. The third section outlines a 10-step planning process for change: scan the environment, analyze conditions, develop planning assumptions, develop a mission statement, develop a statement of philosophy, review and analyze special education description and improvement data, formulate goals and objectives, obtain approval, implement plan, evaluate and adjust. Six appendices include the full text of the 15 program standards, a list of resources, and explanations of terms related to data collection and evaluation procedures. (JW)

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VOLUME 1

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Developing and Improving Your Total Special Education System

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Developing and Improving Your
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VOLUME I

Projects initiated by the Minnesota Administrators of Special Education

Developing and Improving Your Total Special Education System; Volume 1 (1986)

Minnesota Individualized Educational Program Planning System; Volume 2 (1986)

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FOREWORD

In 1984, the Minnesota Administrators of Special Education (MASE) Board adopted a work plan goal to develop and pilot a model Total Special Education System (TSES) that could be utilized by directors of special education throughout the State of Minnesota. An ad hoc committee was established by the MASE Board to develop a suggested model. This committee was charged with model development, piloting and dissemination of the final product. The committee included special education directors, coordinators of special education, State Department personnel, principals, teachers and other special education professional personnel and was coordinated by a project consultant. Given the importance of the task and the size of the responsibility, a request was made to the Nevin Husted Foundation and the State Department of Education to financially support the project. Funds were received from both of these agencies over the subsequent years of model development.

In July of 1985, the ad hoc committee completed its draft model entitled "Special Education Development and Improvement Project". During the 1985-86 school year the model was piloted in ten school districts throughout the State of Minnesota. It was also reviewed by the Special Education Section of the State Department of Education, the State Department Office of Monitoring and Compliance, the Minnesota Elementary Principals' Association, the Minnesota Association of Secondary School Principals, the Minnesota Association of School Administrators, the Minnesota Education Association, the Minnesota Federation of Teachers, and Parent Advocacy Coalition for Educational Rights Center, Inc. As a result of the suggestions received from the ten pilot sites and in the identified agencies, the model manual was revised this past summer.

During the 1986-87 school year the State Department of Education, and the Special Education Section will be disseminating the document now entitled "Developing and Improving Your Total Special Education System" to directors of special education in Minnesota and to other interested professionals, agencies, and organizations. We expect that in the future revisions of the manual will be necessary as mandates and practices change. A review process will be put in place this year to update the manual as changes are required. It is our hope that as readers review and use this manual that they will offer suggestions for its improvement.

Finally, we would hope that special education programs across the State of Minnesota, and ultimately handicapped students served in these programs, will benefit as a result of this document being utilized by directors of special education and their staffs.

Kenneth E. Runberg, MASE President, 1984-85
Keith R. Kromer, MASE President, 1985-86
Jerry Robicheau, MASE President, 1986-87

ACKNOWLEDGMENTS

This manual is the product of the ideas and work of many people who were involved in a variety of ways in a two-year project. Louellen Essex and Carol Werdin of Louellen Essex and Associates were responsible for much of the organizing and planning work during the initial months, wrote the first draft of the manual and contributed ideas and insights to the total endeavor.

Ten sites were selected based on a variety of criteria including, geographic location and special education organizational structure to field test the manual. The manual was piloted by a team from each location. Each team was composed of a principal, at least one regular education teacher, at least one special education teacher, a special education program coordinator and the director of special education.

Pilot teams were from these Minnesota schools and locations. Each special education director is named.

Frank White Elementary School
Park Rapids
Denny P. Ulmer

Cambridge Elementary School
Cambridge
Mark Wolak

Kennedy Elementary School
Lakeville
Sandra K. Darling

Forest Lake Elementary School
Grand Rapids
Robert L. Larson

Fairmont High School
Fairmont
Edward F. Hanlon, Jr.

Bethune Elementary School
Minneapolis
Keith Kromer

Wheaton Elementary School
Wheaton
Ken Burt

Bluff View Elementary School
Lake City
Richard A. Burkhardt

Chaska High School
Chaska
Rick Lubansky

Dawson Elementary School
Dawson
David Peterson

The manual was reviewed by persons interested in the education of handicapped students representing organizations and the Minnesota Department of Education

J. Gary Hayden, Superintendent
Minnesota Association of
School Administrators

David Paschka, Principal
Minnesota Elementary School
Principals' Association

Marge Goldberg, Co-director
Parent Advocacy Coalition for
Educational Rights Center, Inc.

Dean Soutor, Principal
Minnesota Association of
Secondary School Principals

Judy Gillen, Teacher
Minnesota Federation of Teachers

Wayne Erickson, Manager
Minnesota Department of Education

Carol Asunma, Teacher
Minnesota Education Association

Tom Lombard, Specialist
Minnesota Department of Education

ACKNOWLEDGMENTS (continued)

Throughout the duration of the project and prior to the publication, the content was reviewed and approved by the Ad Hoc Committee of the Minnesota Administrators of Special Education (MASE).

Members of the MASE Ad Hoc Committee include:

Barbara Burke
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Keith Kromer
Marjorie E. Lukecart

Milan W. Nelson
Jerry Robicheau
Kenneth E. Runberg
Linda Weerts

In the preparation of this manual valuable secretarial assistance was received from Patricia Groetsch, Marion Gross, Renee Phillippi, and Gloria Tarasar. Mary Lindskog did an exceptional job proof reading and editing. Darl Laffrenzen and Joel Weiner provided valuable technical assistance in preparing the Standards portion of the appendix.

Because there are no easy answers to the education of the handicapped, this publication is just a beginning. We have tried to ask some hard questions, to suggest directions, and to encourage cooperation. The impact of this manual will continue to be felt as groups adapt this design and format to their own needs and find their own answers. MASE will continue to raise issues and suggest answers for improved special education decision-making. We invite our readers to share their experiences and observations with us, both formally and informally. Through such a process, new and better approaches to the education of handicapped students can be developed.

MASE extends its appreciation to the above mentioned groups and to the many individuals, school districts, and other organizations that freely contributed information and ideas which have been incorporated into this publication. I am honored to have played a role in coordinating their efforts to produce this manual "Developing and Improving Your Total Special Education System;" and I thank them for their support throughout the project.

Donna Ford Vierow
Project Coordinator



Developing and Improving Your Total Special Education System

VOLUME 1

Introduction White Section

Background Information 1
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INTRODUCTION

Background Information

Purpose

In 1984, the Minnesota Administrators of Special Education (MASE) set a goal to review and update the process and plan for submitting a local total special education system.

What is a total special education system? The word "system" means an organized set of ideas, principles, or doctrines intended to explain the operation or arrangement of a systematic whole. In this case, it refers to the whole system of special education. The system reflects more than the "written plan" that is required to be submitted to the Commissioner of Education. A Total Special Education System (TSES) is the entire implementation process of delivering and improving special education services. A part of the process is the written plan that provides evidence that each Local Education Agency (LEA) is following policies and procedures as required by federal and state statutes, rules and regulations. This manual arranges the total special education system and an implementation process into a working document that reflects an organized set of ideas.

Increasing the quality of services provided to handicapped students is the thrust behind the development of the manual. It is written to provide consistency through guidelines for developing a special education system that is flexible enough to accommodate individual LEA needs.

Scope

More specifically, the MASE goal was to develop a process for a total special education system which:

- ° would be student-centered.
- ° would be coordinated and integrated with regular education.
- ° would enhance communication among service providers, parents, and the Minnesota Department of Education (MDE).
- ° was standardized in format, yet flexible enough to assist special education directors with various governance structures.
- ° would easily be understood by service providers.
- ° would be updated regularly.
- ° would provide meaningful data for program improvement.

Through the development and pilot testing stages the process became a resource manual for special education directors and others who are responsible for educational programming for handicapped students. The manual for "Developing and Improving Your Total Special Education System" is a planning document to improve programs for students.

LEA policies and procedures which are referenced in the description section, plus State Education Agency (SEA) and LEA procedures to monitor the implementation of special education, provide substantial input into the development of the State Plan for Special Education. For LEAs to qualify to receive special education funds, they must submit the written portion of the description section. In addition, the Minnesota Department of Education, the Special Education Section, must submit a tri-annual plan called the Minnesota's P.L. 94-142 State Plan for Special Education to the federal office.

Scope (continued)

It is intended that this manual be updated on a regular basis as state and federal statutes, rules and regulations change. Please return the card from the back of this manual to receive the updated information directly.

Information

The manual for Developing and Improving Your Total Special Education System is organized into three color coded sections: I) the description of essential components in the special education system (blue); II) an internal evaluation and improvement process for a LEA's special education system (yellow); and III) a planning process for special education change (green).

The background information pages and instruction pages introduce each section. The same format used in the introduction pages will be found in description, improvement, and planning sections. These pages are color coded to match the section. The background information is grouped into the following categories for the reader.

Purpose

Scope

Information

References

Relationship to special education laws and rules

Relationship to MDE, Special Education Section

Relationship to the TSES written plan requirement

Relationship to MDE, Office of Monitoring and Compliance

Implementation suggestions

List of acronyms

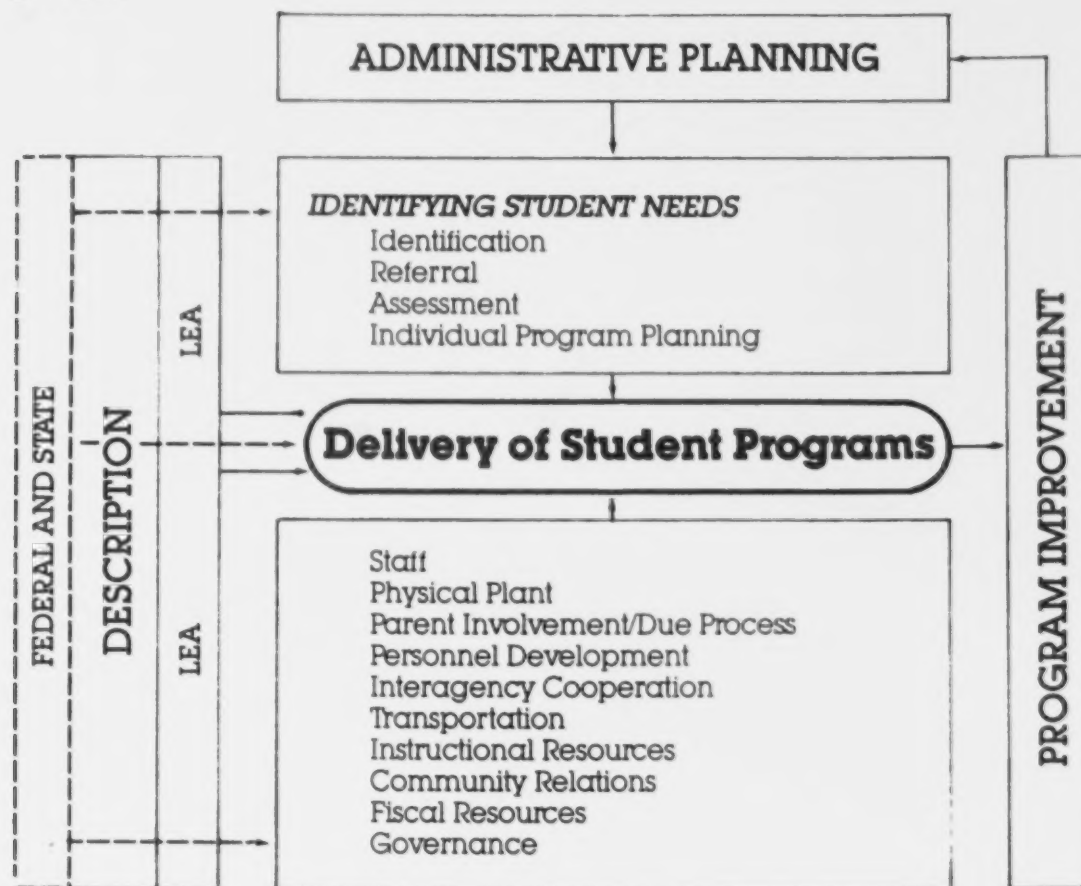
The instruction pages in each section list the procedures one would use to complete that specific section. These too are color coded to the section.

The manual has 15 common program components for describing and improving the special education system. Component numerals are assigned to each of the 15 components. The components are in the following sequence:

- 1.0 Identification
- 2.0 Referral
- 3.0 Assessment
- 4.0 Individual Program Planning
- 5.0 Instructional Delivery/Programs
- 6.0 Staff
- 7.0 Physical Plant
- 8.0 Parent Involvement/Due Process
- 9.0 Personnel Development
- 10.0 Interagency Cooperation
- 11.0 Transportation
- 12.0 Instructional Resources
- 13.0 Community Relations
- 14.0 Fiscal Resources
- 15.0 Governance

In this manual, the special education system is divided into 15 major components. The first four, which conceptually drive the system, focus on identifying student needs. The fifth component centers on the delivery of service to students and student programming. The next 10 components stem from data about student needs and result in total special education program development.

In the diagram below cyclical relationships are illustrated in the description, improvement, and planning processes of this manual. The delivery of student programs drives the improvement and planning process.



Key: _____ Local Education Agency (LEA) policies, guidelines and procedures
 ----- Federal and state statutes, rules, and regulations

Section I of the manual provides a systematic method for describing local policies, procedures, and guidelines for each component. Section II describes an internal evaluation and improvement process using a series of questions that could be asked by key decision makers for each of the 15 components. Section III describes a systematic planning process for special education change that is driven by the data each special education agency collects and analyzes from Section I and Section II of the manual.

The description section provides an outline to the special education standards. The outline corresponds directly to the standards as listed in Appendix A. The standards pages in Appendix A organize the state and federal statutes, rules and regulations into the 15 components. The (blue) outline to the standards pages provides the format for the directors of special education to describe local policies, procedures, and guidelines for implementing each standard.

The improvement section format is based on a series of key questions which regular education teachers, special education teachers, principals, student support teams, special education directors, and the Minnesota Department of Education staff must address. Key questions are designed in all components for as many decision makers as appropriate. The key decision-maker questions focus on the standards in each component of the student-driven education delivery system which includes identification, referral, assessment, individual program planning, and all services necessary to implement each student's program.

A basic planning process in this manual lists 10 steps for special education change.

- 1 -- Scan the Environment
- 2 -- Analyze Critically Trends/Conditions
- 3 -- Develop Planning Assumptions
- 4 -- Develop a Mission Statement
- 5 -- Develop a Statement of Philosophy
- 6 -- Review and Analyze Special Education Description and Program Improvement Data
- 7 -- Formulate Long Range Goals and Short Term Objectives
- 8 -- Obtain Approval
- 9 -- Implement Plan
- 10 -- Evaluate and Adjust

References

Appendix A lists the standards for each of the 15 components that are outlined in the description section of the manual. Appendix B provides a resource list of books and articles for each of the 15 components plus program evaluation and program planning. Appendix C suggests additional data collection and evaluation procedures. Appendix D lists popular periodicals that could be used to scan emerging issues. Appendix E lists each of the components with its definition. Appendix F provides a cross reference to the Minnesota Special Education Compliance Manual.

The term Local Education Agency (LEA) is used generically to mean district or any other special education governance structure.

Relationship to special
education laws and rules

State and federal statutes, rules and regulations are organized into 15 categories called components in this manual, Developing and Improving Your Total Special Education System. The statutes, rules and regulations within each component are referred to as "standards."

Introduction: Background Information
September 1986

Relationship to MDE
Special Education Section

The Special Education Section staff assisted in the development and reviewed this manual during its developmental stages. Portions of data from the manual will become a part of Minnesota's P.L. 94-142 State Plan for Special Education.

Relationship to the TSES
written plan requirement

When completed under the supervision of the local special education director, the description section of the manual provides the uniform format for meeting the written plan requirement of the total special education system.

Relationship to the MDE, Office
of Monitoring and Compliance

As each special education agency (district, special education cooperative, intermediate unit, host district, or educational cooperative service unit) reviews the description section and completes the description forms (blue), a first level of assurance will be met, if approved by the MDE, Office of Monitoring and Compliance. In this manner, it fits into a process that the state needs; however, it does not replace their monitoring function and is not meant to be another compliance manual. Therefore, completion, submission, and approval of these forms by the Office of Monitoring and Compliance will meet the current state and federal requirements for submission of the written plan portion of a TSES.

Implementation suggestions

The process described in "Developing and Improving Your Total Special Education System" may be adopted in total by a governing body, such as a school board, joint powers board, intermediate unit, host district, or educational cooperative service unit.

Introduction: Background Information
September 1986

Implementation suggestions
(continued)

Some special education directors may choose to use only the description section, while others may want to focus on the internal evaluation and improvement section. Others could choose to gather data by using the description and improvement sections and incorporate the data into an existing LEA planning process.

Principals may find it helpful to familiarize themselves with a specific component in the description section, then refer directly to the principal questions in the improvement section.

Program coordinators may find it helpful to select an improvement component and read all the key decision-maker questions, then review the same component in the description section by reading the definition and outline to the standards. Program coordinators may return to the questions in the improvement section and select the questions on which to gather data.

Student support team members or child study team members may find their key questions helpful in improving team function process and program planning for students.

List of acronyms

MASE	Minnesota Administrators of Special Education
MDE	Minnesota Department of Education
LEA	Local Education Agency
P.L.	Public Law
SEA	State Education Agency
TSES	Total Special Education System

Procedures

Review the introduction pages for a general overview of this manual.

Specific procedures unique to each section will follow the background information for each section. The sections are description, improvement, and planning.

- ° Section I of the manual provides a systematic method for describing each component. Section II describes an internal evaluation and improvement process using a series of questions that could be asked by key decision makers for each of the 15 components. Section III describes a systematic planning process for special education change that is driven by the data each special education agency collects and analyzes in the description (Section I) and improvement (Section II) portions of the manual.
- ° The manual is designed to assist school districts to comprehensively describe, improve, and plan special education services. This manual focuses on an ongoing process for collecting information about students and designing programs. Student-driven information and program design become the basis for sound decision making.



Developing and Improving Your Total Special Education System

VOLUME 1

Section I: Descriptive Components of the Special Education System. **Blue Section**

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15.0 Governance: Description	15-1

SECTION I: DESCRIPTIVE COMPONENTS OF THE SPECIAL EDUCATION SYSTEM

Background Information

Purpose

The purposes of the description section are: 1) to provide a framework for the communication between LEAs and MDE through the written plan portion of the TSES as it is regularly submitted to the Office of Monitoring and Compliance; 2) to serve as a foundation for developing a local, meaningful TSES that can be used for improving education programming for all students, but most specifically students who are handicapped; 3) to plan and develop a meaningful and sequential order to federal and state statutes, rules and regulations by assigning 15 divisions (components) and by a sequential grouping of related statutes, rules and regulations (standards) for each component.

Scope

These procedures apply to Section I or the descriptive components of the written portion of the total special education system. Special education directors and program supervisors or coordinators are the persons responsible for completing the description section. Every area of service from identification and referral to the delivery of student programs is addressed in this section.

Confusion exists between the terms referral and prereferral. Referral is a special education term defined in component 2.0 of this manual. Prereferral is a broader term. Prereferral activities are regular education based interventions to assist the child in acquiring knowledge and/or specific behaviors. After trying alternative teaching methods and a variety of resources, one option may be to refer the student to the special education process.

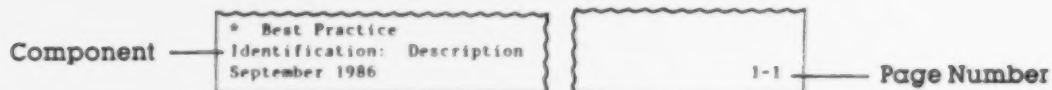
The description section of this manual provides an outline to the standards. Included with the standards is a corresponding checklist and a brief description area for LEAs to describe local policies, guidelines, and procedures for implementing a total special education system. The outline is derived from the complete listing of standards in Appendix A.

In a few cases, best practices have been added to the standards in Appendix A to assist a special education director in long range planning. Best practice statements are based on recent research, court cases, and what is thought to be sound special education practice. Each best practice statement is marked with an asterisk (*) in the standards.

On the first page of each component, the component is identified and defined. The left half of the page contains the outline of the special education standards in that component.

Each page in the description section provides the format for completion. More specifically, the center of the page is a checklist, and the right side needs to be completed by the local special education director.

The description section consists of 15 components. In the lower right-hand corner of each page, a component numeral precedes the dash and the number of the page follows the dash. For example, page 1-1 refers to the 1.0 Identification component, the first page. In lower left-hand corner of the page, the name of the component will be written. The descriptive section is color coded in blue.

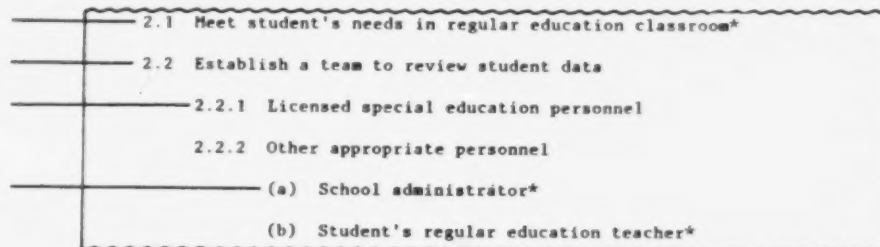


Description: Background Information
September 1986

Information (continued)

On the left side in the outline numbering system, the first digit refers to the component numeral. The following digits refer to the sequence of standards within each component. The outline numeration is parallel with the numeration of the standards in Appendix A.

Outline
Numbering
System



References

Appendix A lists the standards. Appendix E lists each component with its numeral and definition. Appendix F serves as a cross reference between the components and the Minnesota Special Education Compliance Manual.

Relationship to special
education laws and rules

The description section of this manual is organized in outline form. The federal and state special education statutes, rules and regulations are grouped into the 15 components. In this manual the statutes, rules and regulations will be referred to as standards. The complete standards found in Appendix A state the source of the standard for the users' further reference.

Relationship to MDE
Special Education Section

The Special Education Section staff assisted in the development and reviewed the manual during its developmental stages. The standards are a part of Minnesota's P.L. 94-142 State Plan for Special Education.

Description: Background Information
September 1986

Relationship to TSES
written plan requirement

The description section of this manual establishes the uniform format for meeting the minimum needs of a total special education system. The brief description portion to be completed refers to the outline to the standards for recording local policies, procedures, and guidelines that each LEA has in place to implement a TSES.

Relationship to the MDE, Office
of Monitoring and Compliance

The approved, completed description portion from the outline to the standards will become the first level of assurance for the Office of Monitoring and Compliance of MDE. The process does not replace the monitoring function. Only the blue description section of this document needs to be submitted and/or revised on an annual basis. The completed description forms, plus the complete set of LEA policies and procedures referenced therein, will constitute the framework for reviewing a TSES. The Office of Monitoring and Compliance will review the LEAs entire TSES in the course of the on-site compliance monitoring review.

Implementation suggestions

For the description section to serve as the required written plan for a TSES it must be fully completed as per the instructional procedures.

Reading and reviewing the 15 components and standards can provide background and understanding of special education rules and regulations. This increased awareness and knowledge of special education will benefit those who implement the improvement section of this manual.

The data gathered through the checklist will provide direction for the long range and short term special education planning.

Description: Background Information
September 1986

Implementation suggestions
(continued)

Special education directors may find the completed description section a useful tool for inservicing program coordinators, program supervisors, or others who have a major role in programming for the handicapped student.

List of acronyms

CFR	Code of Federal Regulations
EDGAR	Education Department General Administrative Regulations
IEP	Individual Education Program
LEA	Local Education Agency
MDE	Minnesota Department of Education
M.R.	Minnesota Rule
M.S.	Minnesota Statute
NI	Needs Improvement
P.L.	Public Law
SEA	State Education Agency
TSES	Total Special Education System
UFARS	Uniform Financial Accounting and Reporting System
*	Best Practice (thought to be sound practice)

Instructions

Procedures

These instructions relate specifically to completing the description section of the manual. First, the procedures allow one to become familiar with the components. Second, the procedures allow one to get to the specifics of how to fill out the forms.

- ° Review the 15 components and each definition. See Appendix E.
- ° Select a component and review that definition and outline to the standards.
- ° Review all the standards in the selected component. See Appendix A.
- ° Using a check in the checklist columns, answer the question "Does your agency have this in place?" Mark a "Yes," "No," or "NI" (Needs Improvement).
- ° Write in the "Brief Description" area. The brief description area to be filled in refers to the local policies, procedures, and guidelines that the agency has in place to implement the standard. Use a policy number, guideline page number and manual title, dated memo, exact file location, or a short description. See example on page 9.
- ° Review the same component in the improvement section.
- ° Select the next component and repeat the above process.

Procedures (continued)

- ° Select standards from the checklist data for long range and short term planning purposes.
- ° Use the data in a planning process.
- ° Submit completed description pages with your LEA identified on them to the monitoring office.

1.0 IDENTIFICATION: Description

Identification means the continuous and systematic effort made to identify, locate, and screen persons, birth to 21, in need of special education.

OUTLINE TO THE STANDARDS

1.1 Identify handicapped children

- 1.1.1 Conduct annual school census
- 1.1.2 Submit unduplicated child count
- 1.1.3 Evaluate identification system for children under 5 years
- 1.1.4 Provide handicapped students and their parents information on vocational education
- 1.1.5 Conduct a public awareness campaign*
 - (a) Disseminate materials
 - (1) Notice to parents
 - (2) District newsletters
 - (3) Newspaper articles
 - (4) Booklets
 - (5) Brochures
 - (6) Other

Does your agency have this in place?			BRIEF DESCRIPTION (reference to policy, its location, or describe)
YES	NO	NI	
x			Coordinated with LEA total process
x			MIS Department-Child count record keep system provides duplicate and unduplicated student counts
x			Report to MDE/red folder - March 1985
	x		
x			Marketing Plan developed in 1982 - PIC
x			
x			No special education section; develop a reporting cycle
		x	
x			
		x	Needs updating

* Best Practice
Identification: Description
September 1986

LEA Name

OUTLINE TO THE STANDARDS

- | Does your agency have this in place?
YES NO NI | | | BRIEF DESCRIPTION
(reference to policy, its location, or describe) |
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1-1

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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* Best Practice
Identification: Description
September 1986

LEA Name

OUTLINE TO THE STANDARDS

- * Best Practice
Referral: Description
September 1986

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

2-1

2.0 REFERRAL: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

2.5 Implement procedures for referral to state, residential,
or private facilities

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LEA Name

OUTLINE TO THE STANDARDS

BRIEF DESCRIPTION
(reference to policy, its location, or describe)

- 3.1 Serve parents with notice
 - 3.1.1 Prior to assessment
 - 3.1.2 After parent requests assessment
- 3.2 Obtain parental consent prior to assessment
- 3.3 Assess before placement
- 3.4 Follow procedural safeguards and assess at least every three years
- 3.5 Complete assessments on time
 - 3.5.1 Complete initial assessment within 30 days
 - 3.5.2 Complete reassessments within 30 days of parent's consent
- 3.6 Select and administer tests that are not racially or culturally discriminatory
- 3.7 Develop procedures to insure
 - 3.7.1 Tests and other materials
 - (a) Administered in native language

LEA Name _____

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

(c) Administered by trained personnel in conformance with instructions

3.7.3 Tests reflect aptitude or achievement level regardless of impairment

3.7.5 Multidisciplinary assessment team

(1) Student's regular education teacher

(2) Person qualified to conduct diagnostic examination

(b) Vocational education representative on multidisciplinary assessment team (SEA Policy)

3.7.6 Assess in all areas related to suspected disability

3.7.7 Review learning environment and modes of learning

3.7.8 Conduct assessment at student's school

3.7.9 Assume costs for additional testing done outside district

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)

- (f) Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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70

LEA Name _____

OUTLINE TO THE STANDARDS

- | Does your agency have this in place?
YES NO NI | | | BRIEF DESCRIPTION
(reference to policy, its location, or describe) |
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LEA Name _____

Does your agency have this in place? YES NO NI	BRIEF DESCRIPTION (reference to policy, its location, or describe)

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LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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LEA Name

[illegible]

4-4

LEA Name _____

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

4-5

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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4-6

Does your agency have this in place?	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
YES NO NI	

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4-7

LEA Name _____

Does your agency have this in place? YES NO NI			<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)

4-8

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Description

LEA Ne

Instructional delivery of programs is the system the LEA uses to insure that a continuum of alternative placements is available to meet the needs of handicapped students for special education and related services. Programs may have categorical or noncategorical labels.

OUTLINE TO THE STANDARDS

Does your
agency have
this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe and
comment on C, D, E, & F bel

5.1 Develop a continuum of alternative placements

HANDICAP	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec
Speech/Language Impairment												
Specific Learning Disability												
Mental Mild - Moderate												
Handicap Moderate - Severe												
Emotional/Behavioral Disorder												
Autism												
Hearing Impairment												
Visual Handicap												
Deaf/Blind Handicap												
Physical Handicap												
Other Health Impairment												
Early birth to 3												
Childhood 3 to 7												

Directions: Insert the appropriate letter on the continuum that describes the program option and location of your agency's alternative placements. Formal written agreements must actually be in place whether or not students are actually placed in C, D, E and F.

- A. Program is in every building within district.
- B. Program is in at least one building within district.
- C. This is a cooperative program.
- D. This is a regional program or more than one cooperative.
- E. Program is in other areas within the state of Minnesota.
- F. This is a program outside the state of Minnesota.

Instructional Delivery/Program: Description
September 1986

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5-1

OUTLINE TO THE STANDARDS

5.2 Insure the provision of related services

5.2.1 Audiology

5.2.2 Counseling services

5.2.3 Early identification and assessment of disabilities
in students5.2.4 Medical services for diagnostic or evaluation
purposes

5.2.5 Occupational therapy

5.2.6 Parent counseling and training

5.2.7 Physical therapy

5.2.8 Psychological services

5.2.9 Recreation

5.2.10 School health services

5.2.11 Social work services in the schools

5.2.12 Transportation

5.3 Insure the provision of support services

5.3.1 Braillists

5.3.2 Interpreter services

Does your
agency have
this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe)

Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

5.3.3 Management aides

5.3.4 Other similar services

5.4 Implement procedures to provide effective IEP delivery*

5.5 Implement procedures to insure maximum case loads are not exceeded

5.5.1 Level 4

Case load

- | | | |
|-----|---|----|
| (a) | Deaf/blind, autistic, or severely multiple handicapped | 3 |
| | (1) with one aide | 6 |
| (b) | Mildly mentally handicapped or specific learning disabled | 12 |
| | (1) with one aide | 15 |
| (c) | All other disabilities | 8 |
| | (1) with one aide | 10 |
| | (2) with two aides | 12 |

5.5.2 Levels 5 and 6

- | | | |
|-----|--|---|
| (a) | Deaf/blind, autistic, or severely multiple handicapped | |
| | (1) with one aide | 4 |
| | (2) with two aides | 6 |
| (b) | All other disabilities | |
| | (1) with one aide | 8 |

* Best Practice

Instructional Delivery/Programs: Description
September 1986

Does your agency have this in place?			BRIEF DESCRIPTION (reference to policy, its location, or describe)
YES	NO	NI	

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- 5.6 Implement procedure to insure case loads for "Consulation and Indirect Services Program Model" are not exceeded
- 5.7 Implement procedures to insure case loads for "Center-based Program Model" are not exceeded
- 5.7.1 Deaf/blind, autistic, or severely multiple handicapped
- (a) One class with aide -- 4 children
- (b) One class with two aides -- 6 children
- (c) More than one class with one aide -- 8 children
- (d) More than one class with two aides -- 12 children
- 5.7.2 All other disabilities
- (a) One class with one aide -- 8 children
- (b) More than one class with one aide -- 16 children
- 5.8 Implement procedures to insure case loads for "Home-based Program Model" are not exceeded
- 5.9 Implement procedures for reducing teacher case loads to insure the provision of IEP services if a teacher
- 5.9.1 To assigned more than one early childhood program alternative

Does your
agency have
this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe)

Description (continued)

LEA Name

OUTLINE TO THE STANDARDS

- 5.9.2 To assigned to children in more than one level of service
- 5.9.3 Is serving children representing a significant range in severity of problems
- 5.9.4 Is providing instruction at more than one building
- 5.10 May institute "Single Disability Case Management Services"
 - 5.10.1 May assign a teacher to perform case management for school-age children who are in levels 3, 4, 5, and 6 services and who all have the same disability
 - 5.10.2 May assign one case management teacher and up to five teachers as a team; all teachers shall be licensed in the same disability
 - 5.10.3 May not assign a total case load to the team which exceeds the case loads at the appropriate level of service times the full time teachers assigned to the team
- 5.11 May institute "Multidisability Team Teaching"
 - 5.11.1 A teacher license must match the disability area of each student
 - 5.11.2 Each student's IEP includes 1) the frequency and progress documentation and 2) the instruction and related service provided by each team member

Does your agency have this in place?			BRIEF DESCRIPTION (reference to policy, its location, or describe)
YES	NO	NI	

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- 5.11.3 The total case load assigned to team not to exceed case loads set forth in rule
- 5.12 Exempt from case load requirements for level 4 services when implementing an approved Pupil Performance Plan
- 5.12.1 Development of IEPs for all pupils in level 4 based on districtwide performance expectations for all handicapped and nonhandicapped pupils
- 5.12.2 Implementation of a system to measure ongoing pupil performance being reviewed at least monthly
- 5.12.3 Criteria for the modification of instruction, related services, and support services to meet the changing pupil needs indicated in the pupil performance measurement system
- 5.13 Provide free appropriate public education for handicapped, ages three to 21
- 5.13.1 Implement provision to meet needs of handicapped students as adequately as nonhandicapped
- (a) Hearing aids worn by deaf and hard of hearing children are to be functioning properly
- (b) Make available the variety of educational programs and services available as to non-handicapped students
- (1) Art

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LEA Name

Does your agency have this in place?	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
YES NO NI	

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Description (continued) _____ LEA Name _____

Does your agency have this in place?	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
YES NO NI	

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Description (continued) _____ LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)

- [illegible]

5-10

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- (c) Daily per school days
- 5.21.2 Predict how long student will be restricted
 - (a) If more than 175 days, provide three hours daily
 - (b) If 175 days, provide at least one hour daily
 - (c) If student could benefit from more than three hours daily, consider school site placement
- 5.21.3 Hold team meeting after student has been placed for care and treatment
 - (a) Comply with due process
 - (b) Provide written notice
 - (1) Person or agency placing the pupil
 - (2) Resident district
 - (3) Appropriate teachers and related services staff from the providing district
 - (4) Parents
 - (5) Student, when appropriate
 - (c) Develop an IEP coordinated with care and treatment

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LEA Name

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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5-12

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Description (continued)

LEA Name

OUTLINE TO THE STANDARDS

5.24.4 Include procedures for the collection of the data

5.25 Collect data on where each student goes after secondary education*

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

* Best Practice

Instructional Delivery/Programs: Description
September 1986

LEA Name

Complete one form for each program and/or related service being provided. Programs may have categorical or noncategorical labels.

[illegible]

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5-14

LEA Name

OUTLINE TO THE STANDARDS

OUTLINE TO THE STANDARDS		Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)
6.1	Insure that each person providing special education services has met state requirements				
6.1.1	Teachers				
6.1.2	Directors				
6.1.3	Other supervisory personnel				
6.1.4	Related services staff				
6.1.5	Contracted services				
6.2	Apply for a variance				
6.2.1	Documented attempts to locate licensed person				
6.2.2	Employed person holds license				
6.3	Employ a director of special education				
6.3.1	Reimbursement of full time director				
	(a) Single district				
	(b) Two or more districts				
	(c) Eight or more districts				
	(d) Legislated multidistrict				

6-1

OUTLINE TO THE STANDARDS

- 6.3.2 Reimbursement of part time director
- (a) Seven or fewer districts
 - (b) Single district
 - (c) Minimum enrollment
 - (d) Assigned duties for unreimbursed time
- 6.4 Receive reimbursement for assistant directors of special education
- 6.5 Receive reimbursement for supervisors
- 6.6 Insure responsibility fo management aides
- 6.7 Update position description*
- 6.7.1 Each supervisory area
 - 6.7.2 Each disability area
 - 6.7.3 Each related service area
 - 6.7.4 Each support service area
- 6.8 Develop a performace appraised system*
- 6.9 Indentify supervision relationships*

Does your
agency have
this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe)

* Best Practice
Staff: Description
September 1986

6.0 STAFF: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- 6.10 Coordinate with licensing agencies to facilitate staffing needs*
- 6.11 Conduct special education activities with licensed staff*

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

* Best Practice
Staff: Description
September 1986

LEA Name

OUTLINE TO THE STANDARDS

- | Does your agency have this in place?
YES NO NI | | | BRIEF DESCRIPTION
(reference to policy, its location, or describe) |
|---|--|--|---|
| | | | |

LEA Name _____

OUTLINE TO THE STANDARDS

OUTLINE TO THE STANDARDS		Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)
8.4.1	Describe proposed action				
8.4.2	Reason for proposed action				
8.4.3	Describe placement options				
	(a) Accepted by district				
	(b) Reasons rejected by district				
8.4.4	Include IEP				
8.4.5	Explain procedural safeguards				
8.5	Detail sufficiently all notice to parents				
8.5.1	Right to review records				
8.5.2	Right to participate as a team member				
8.5.3	Right to receive interpretations				
8.5.4	Right to an interpreter and person of same cultural background on assessment team				
8.5.5	Inform parents about				
	(a) Independent assessment				
	(b) Where to obtain independent assessment				
	(c) When independent assessment is paid by LEA				

8.0 PARENT INVOLVEMENT/DUE PROCESS: Description (continued)

LEA Name

OUTLINE TO THE STANDARDS

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

Parent Involvement/Due Process:	Description
September 1986	

LEA Name _____

OUTLINE TO THE STANDARDS

OUTLINE TO THE STANDARDS		Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)
8.5.20	Inform parents that their consent is voluntary and they may revoke it				
8.5.21	Include a response form for parent				
8.6	Provide parent the opportunity to participate in a conciliation conference and mail parent memorandum of results including				
8.6.1	Proposed action				
8.6.2	Parents right to object				
8.6.3	Implement action				
8.6.4	Refused action; the LEA schedules hearing				
8.6.5	Describe rights relative to hearing				
8.7	Develop procedures for impartial due process hearing				
8.7.1	Refusal to provide written permission				
8.7.2	Initiate hearing where parent resides when				
	(a) Proposed assessment				
	(b) Proposed placement or transfer				
	(c) Proposed denial of placement or transfer				
	(d) Proposed addition of service				

8-4

8.0 PARENT INVOLVEMENT/DUE PROCESS: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- (e) Proposed denial or removal of services
- 8.7.3 Request for hearing by parent
- 8.7.4 Provide parents notice of rights and procedures for hearing
 - (a) Agree on hearing officer
 - (b) Send notice of time, date, and place of hearing
 - (c) Hold closed hearing unless parents request open hearing
 - (d) Inform parents of rights and responsibilities
 - (1) Right to receive list of persons who will testify
 - (2) Responsible for providing district with list of those who will testify
 - (3) Right to receive a brief resume of material allegations
 - (4) Right to be represented by legal counsel
 - (5) Right to examine student's school record
 - (6) Right to call own witness

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LEA Name

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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Parent Involvement/Due Process: Description
September 1986

LEA Name

Does your agency have this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe)

- (d) District employee paid to serve as a hearing officer
- 8.7.6 List persons who serve as hearing officers
- 8.7.7 Hold hearings at a mutually convenient time and place
- 8.7.8 Hearing officer will prepare a written decision
- 8.7.9 Hearing officer's decision is final and binding unless appealed
- 8.7.10 Contents of hearing decision
 - (a) Written findings of fact
 - (b) State whether services can be provided reasonably
 - (c) State amount of and source of additional expenditures
 - (d) Inform right to appeal decision
- 8.7.11 File decisions of hearing officer
- 8.7.12 Pay cost of assessment when requested by hearing officer
- 8.7.13 Student to remain in present educational setting during complaint process

8.0 PARENT INVOLVEMENT/DUE PROCESS: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- 8.8 Insure protection of confidentiality of student data
- 8.8.1 Use data for purpose as stated to individual at time it was collected
- 8.8.2 Use data for purpose it was collected with security safeguards
- 8.8.2 Adopt public document regarding confidential data
- (a) Inform parents of rights
- (b) Permit parents to review records
- (1) Define procedure for review requests
- (2) Describe circumstances for denying request
- (3) List fees for copies
- (4) List types and locations of educational records
- (c) Do not disclose personally identifiable information
- (1) State when LEA will disclose personally identifiable information
- (2) Specify designated directory information
- (d) Maintain records of disclosures of personally identifiable information

Does your
agency have
this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe)

8.0 PARENT INVOLVEMENT/DUE PROCESS: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- (e) Provide opportunity to seek correction of personally identifiable information
- 8.8.4 Give annual notice to parents and inform them of the following
 - (a) Describe students on whom personally identifiable information is maintained
 - (b) Summarize LEA policies regarding storage and disclosure of this information
 - (c) Inform parents of rights and locations where policies can be obtained
 - (d) Inform parents of right to file a complaint of alleged failures to adequately inform parents
- 8.8.5 Inform parents of right to review educational records which include
 - (a) LEA must comply with five days of request
 - (b) Right to an explanation from LEA
 - (c) Right to request copies
 - (d) Right to have a representative of parent inspect records
 - (e) Presumption by LEA that either parent has authority to review records unless evidence of court order prevails

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)
	-		

LEA Name

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

8-10

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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LEA Name _____

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
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8.0 PARENT INVOLVEMENT/DUE PROCESS: Description (continued)

LEA Name

OUTLINE TO THE STANDARDS

- (c) Actions threatening well-being of student
- (d) Failure to represent the student
- (e) Change in eligibility

8.10 Provide opportunities for parents and others to plan for special education programs

8.11 Make applications, evaluations, and reports relating to P.L. 94-142 available for public inspection

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

9.0 PERSONNEL DEVELOPMENT: Description

LEA Name _____

Personnel development is a structure for personnel planning and focuses on preservice and inservice needs in order to plan a program to meet the needs of handicapped students

OUTLINE TO THE STANDARDS

- 9.1 Implement a comprehensive system of personnel development (CSPD) with these requirements
 - 9.1.1 Provide opportunity for participation in the development, review, and annual updating of a CSPD
 - 9.1.2 Include in the personnel development plan
 - (a) Process used to determine needs
 - (b) Areas of training needed
 - (c) Groups requiring training
 - (d) Content and nature of training
 - (e) How the training will provided
 - (1) Geographical scope
 - (2) Staff training source
 - (f) Funding sources and time frame
 - (g) Evaluation procedures
 - 9.1.3 Schedule of personnel development activities
 - 9.1.4 Provide ongoing inservice training programs which include

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LE: Name

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

LEA Name

OUTLINE TO THE STANDARDS

Does your agency have this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its location, or describe)

- 10.1 Provide all handicapped students appropriate special instruction
- 10.2 Establish interagency early learning committee with county for handicapped under the age of five
 - 10.2.1 Committee members shall be representatives of
 - (a) Local and regional health agencies
 - (b) Local and regional educational agencies
 - (c) Local and regional county human service agencies
 - (d) Developmental achievement centers
 - (e) Current service providers
 - (f) Parents of young handicapped children
 - (g) Other public and private agencies as appropriate
 - 10.2.2 Committee shall perform these duties
 - (a) Identify current services and funding sources

LEA Name

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

10-2

LEA Name

Does your agency have this in place? YES NO NI			<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)

10.0 INTERAGENCY COOPERATION: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- 10.4.5 The LEA insures that needs of, numbers of, and benefits to private school handicapped are comparable to public school handicapped
- 10.4.6 The LEA insures comparable program benefits of private to public school handicapped students
- 10.4.7 The LEA insures that programs in public schools do not separate classes based on religious affiliations
- 10.5 Insure that the LEA not purchase special education services for a student from a private agency when services can more appropriately be provided in the least restrictive alternative within the LEA
- 10.6 Implement process for facilitating interagency collaboration*
- 10.7 Develop a list of agencies serving handicapped persons, including contact persons and services available*
- 10.8 Develop a process for the transition of students from school to work and/or to other agency services*
- 10.9 Establish a process for school social workers, school psychologists, and other related service personnel to refer students to out-of-school services*

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

* Best Practice
Interagency Cooperation: Description
September 1986

10-4

11.0 TRANSPORTATION: Description

LEA Name _____

Transportation is the physical movement of handicapped students between homes and instructional facilities for both regular and special education programs and activities.

OUTLINE TO THE STANDARDS

OUTLINE TO THE STANDARDS		Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)
11.1	Provide free transportation services to handicapped students				
11.2	Use appropriate vehicles to transport students				
11.3	Use vehicles that comply with provisions of the state code				
11.4	Insure that length of travel time for handicapped student is appropriate and not longer than nonhandicapped student				
11.5	Equip all vehicles used to transport handicapped students with two-way communication system and/or aides				
11.6	Provide protective devices for safe transport of handicapped students				
11.7	Select drivers carefully				
11.8	Insure that aides and drivers shall				
11.8.1	Have in vehicle a typewritten card indicating				
	(a) Student name and address				
	(b) Nature of student's handicap				
	(c) Emergency health care information				
	(d) Name and phone number for emergency contact				

LEA Name _____

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)
---	--

- 11.8.2 Be instructed in proper emergency health care
- 11.8.3 Assist students on and off bus
- 11.8.4 Insure that safety devices are in use
- 11.9 Insure the LEA adopts transportation rules that do not conflict with state laws and rules
- 11.10 Complete the Minnesota Department of Education's transportation report on handicapped students*

* Best Practice
Transportation: Description
September 1986

12.0 INSTRUCTIONAL RESOURCES: Description

LEA Name _____

Instructional resources refer to the specific supplies, equipment, and instructional materials appropriate to meet the needs of individual handicapped students.

OUTLINE TO THE STANDARDS

12.1 Supply necessary special equipment and instructional materials

12.2 Develop procedures for use, control, and maintenance of equipment purchased with Part B funds

12.2.1 Use equipment in project intended or transfer it to other federally funded programs

12.2.2 Keep up-to-date property records and provide

(a) Inventory of tangible personal property programs

(b) Description of equipment

(c) Identification number

(d) Identification of equipment purchased under grant

(e) Acquisition date and unit cost

(f) Dated statement of equipment location and condition

(g) Information on transfer or disposition of equipment

Does your agency have this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its location, or describe)

12.0 INSTRUCTIONAL RESOURCES: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- (h) Administrative control over equipment placed in private school
- 12.2.3 Conduct physical inventory of equipment every two years
- 12.2.4 Implement a control system to insure safeguards of equipment
- 12.2.5 Implement maintenance procedures
- 12.2.6 Insure equipment is being utilized in accordance with approved budget
- 12.3 Place Part B equipment in a private school
 - 12.3.1 Insure that equipment and supplies
 - (a) Are used only for the purposes of the project
 - (b) Can be removed from private facility without remodeling the facility
 - 12.3.2 Removal of equipment or supplies if
 - (a) Equipment no longer needed for project
 - (b) Equipment and supplies are used for purposes other than the project
- 12.4 Conduct physical inventory of equipment purchased with state funds*

Does your agency have this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its location, or describe)

* Best Practice
Instructional Resources: Description
September 1986

12-2

LEA Name

OUTLINE TO THE STANDARDS

- 13.1 Provide opportunities for public participation in planning special education programs
- 13.2 Insure opportunities for public inspection of P.L. 94-142 application, evaluation, plan, and report
- 13.3 Establish an interagency early learning committee
- 13.4 Promote interagency cooperation for planning the transition of handicapped students*
- 13.5 Provide information about vocational opportunities to handicapped students, their parents, and the public*
- 13.6 Establish a special education advisory committee*
- 13.7 Conduct an ongoing public awareness campaign*

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

Community Relations: Description
September 1986

14.0 FISCAL RESOURCES: Description

LEA Name

Fiscal resources is the means for purchasing and/or obtaining services and personnel required to deliver programs for handicapped students.

OUTLINE TO THE STANDARDS

- 14.1 Develop a special education budget
- 14.2 Implement the UFARS coding system for special education
- 14.3 Submit state revenue applications for
 - 14.3.1 State regular school year
 - 14.3.2 State residential
 - 14.3.3 State special pupil
 - 14.3.4 State summer school
 - 14.3.5 Local general fund levy to match state aids
- 14.4 Implement federal application process for
 - 14.4.1 Equipment, construction, and removal of architectural barriers
 - 14.4.2 Entitlements, allocation, and incentive grants
 - 14.4.3 Centers and service
 - 14.4.4 Training of personnel
 - 14.4.5 Research
 - 14.4.6 Instructional media

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

Fiscal Resources: Description
September 1986

LEA N₂110

Does your agency have this in place? YES NO NI	<u>BRIEF DESCRIPTION</u> (reference to policy, its location, or describe)

- | | | |
|--|--|--|
| | | |
|--|--|--|

14-2

LEA Name

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

14-3

14.0 FISCAL RESOURCES: Description (continued)

LEA Name _____

OUTLINE TO THE STANDARDS

- 14.12.4 To meet the other requirements of Part B of the Act
- 14.13 Implement procedures when remodeling facilities to meet the needs of severely handicapped
- 14.14 Implement procedures with interagency early learning committee in reviewing funding sources that exist for services provided to handicapped under age five
- 14.15 Insure that LEA does not use Part B funds to finance
 - 14.15.1 Classes that are organized separately on the basis of school enrollment or religion of the student if the classes are at the same site and include public and nonpublic students
 - 14.15.2 The existing level of instruction in a private school or to otherwise benefit the private school
 - 14.15.3 The salaries of teachers or other employees of private schools except for services performed outside their regular hours of duty and under agency supervision and control
 - 14.15.4 The construction of private school facilities
- 14.16 Have the LEA's special education and vocational education personnel negotiate the individual student's need for support staff and funding sources*

Does your agency have this in place? YES NO NI			BRIEF DESCRIPTION (reference to policy, its location, or describe)

* Best Practice
Fiscal Resources: Description
September 1986

LEA Name _____

OUTLINE TO THE STANDARDS

Does your agency have this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its location, or describe)

- 15.1 Develop administrative policies and procedures which are applicable to
 - 15.1.1 Joint powers by-laws
 - 15.1.2 Host district cooperative by-laws
 - 15.1.3 Intermediate district by-laws
 - 15.1.4 Educational cooperative service unit by-laws
 - 15.1.5 Single district by-laws
- 15.2 Submit the TSES written plan to the Commissioner of Education including
 - 15.2.1 Study procedures for the identification and assessment of pupils
 - 15.2.2 Method of providing the instruction and related services for the identified pupils
 - 15.2.3 Administration and management plan to assure effective and efficient results or 15.2.1 and 15.2.2
- 15.3 Insure that exemptions for an approved experimental proposal would include
 - 15.3.1 Goals and objectives

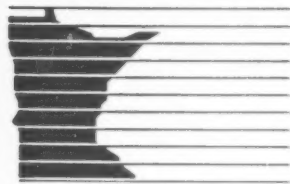
LEA Name _____

Does your agency have this in place?
YES NO NI

BRIEF DESCRIPTION
(reference to policy, its
location, or describe)

- 15.3.2 Method to improve effectiveness
 - 15.3.3 Annual review procedures
 - 15.3.4 Rules from which it seeks exemption
 - 15.3.5 Evidence of participation in annual review
 - 15.3.6 Evidence that parents were informed of experimental program and have choice regarding their student's placement in it
 - 15.3.7 Annual evaluation procedures to demonstrate effectiveness of proposal
- 15.4 Update organizational chart*

* Best Practice
Governance: Description
September 1986



Developing and Improving Your Total Special Education System

VOLUME 1

Section II: Internal Evaluation and Improvement Process for
Your Special Education System Yellow Section

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Instructions 9

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SECTION II: INTERNAL EVALUATION AND IMPROVEMENT PROCESS FOR YOUR SPECIAL EDUCATION SYSTEM

Background Information

Purpose

The purposes of the improvement section are: 1) to coordinate and integrate the total special education process with the regular education staff; 2) to enhance communication among decision makers; 3) to provide a framework for the program improvement process; and 4) to gather consistent, meaningful, data for program improvement.

Each of the 15 components is divided into a comprehensive listing of key decision-maker questions. The questions relate to the special education system being implemented and assist key decision makers in the process of continuous special education program improvement.

Scope

The procedures in the improvement section apply to the agency's internal key decision makers who implement the 15 components, measure the degree of implementation, and evaluate the total special education system. The following have been identified as key decision makers:

Regular Education Teacher
Special Education Teacher
Students Support Team
Principal
Special Education Director
State Education Agency

The pages in the improvement section are in a chart format with six columns. The chart included for each of the 15 components becomes a model framework for how data might be collected and evaluated to answer each of the decision questions.

The decision questions developed for each component in the special education system have been grouped by key decision maker. Each key decision maker's question is followed with a general description of the types of data needed in order to answer the decision questions about the given component of the system. The next column lists data collection procedures and evaluation procedures which might be used. The standards column lists possible quality indicators which have been drawn primarily from literature of best practices and from legal standards. The red flags column indicates early warning signs which suggest that immediate, corrective action be taken to alter some aspect of the component being evaluated.

Key Decision Maker Questions -- indicates both the key decision maker and the question.

Data Needed -- indicates the type of data which should be collected.

Data Collection Procedures -- indicates how the data should be compiled.

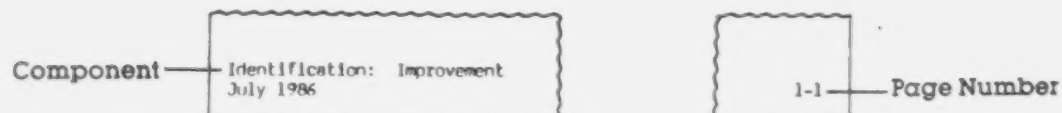
Evaluation Procedures -- indicates methods for making judgments about what the data is suggesting.

Standards Applied -- indicates legal or professional practices which provide a basis for evaluation.

Red Flags -- indicates early warning signs that suggest corrective action be taken.

Information (continued)

The components in the improvement section are in the same sequence as in the description section and use the same assigned numerals. In the lower right-hand corner of each page, a component numeral precedes the dash and the number of the page follows the dash. For example, page 1-1 refers to 1.0 Identification, the first page. In the lower left-hand corner of the page, the name of the component will be written. The improvement section is color coded in yellow.



On the left side of each page in the outline numbering system, the first digit refers to the component numeral. The digit following the component numeral and decimal point refers to a specific key decision maker. The assigned key decision maker numerals are:

- x.1 Regular Education Teacher
- x.2 Special Education Teacher
- x.3 Student Support Team
- x.4 Principal
- x.5 Special Education Director
- x.6 State Education Agency

The digits following the key decision maker numeral and decimal point indicate the number of the question for that specific decision maker. For example, outline number 4.4.2 refers to the individual program planning component, the principal as key decision maker, and the second question for the principal in that component.

Decision
Question

Key Decision Maker Questions	Data Needed	Data Collection Procedures
4.4. Principal		
4.4.2 Are all designated members of the team in attendance and participating in the IEP decision process?	- Attendance records. - Team discussion records. - Review staffing form. - Minutes of referral reviews.	- Review minutes from meetings. - Health records. - Log of information on student.

Space is provided for minimal note taking following each question. In cases when data could be collected on forms, the forms are not provided for the user. It is recommended that the LEA develops a form or makes requests for copies of data collection instruments from other LEAs.

For the key decision maker's information listed in the State Education Agency data needed columns are many of the types of data requested by the Office of Monitoring and Compliance prior to the on-site compliance review.

It is important that the components of identification, referral, assessment, individual program planning, and instructional delivery be monitored and evaluated on an ongoing basis. The other components of service delivery should be reviewed when statutes, rules or regulations change.

References

Appendix B provides a resource list relating to each of the 15 components, plus program evaluation and program planning of the special education system. Books and papers are delineated which can be a source of further information.

Appendix C, Data Collection and Evaluation Procedures, contains a listing of data evaluation procedures and types of data that can be measured which may be used to assist in answering the decision questions.

Relationship to special
education law and rules

Data from the improvement section supports and in some instances provides a resource to measure the implementation of state and federal special education statutes, rules and regulations by focusing on the total student through each of the key decision makers.

Relationship to MDE
Special Education Section

MDE, Special Education Section, provides linkages to resources, technical assistance, and communication for answering each question in the improvement section. For example, the Special Education Section of MDE makes available to local education agencies the communications through SpecialNet. The LEAs can interact with one another to locate different types of resources, such as persons, materials, or forms on which data is gathered to assist in improving a special education system.

Relationship to the TSES
written plan requirement

The improvement section supports the development of quality services within a local special education system.

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Relationship to the TSES
written plan requirement
(continued)

The LEA may implement the procedures outlined in the improvement section as part of their TSES. The LEA may implement these procedures regardless of whether they are included specifically in the LEA's TSES.

Relationship to MDE, Office
of Monitoring and Compliance

Listed in the SEA's data needed columns list the types of data requested as part of the state's on-site compliance review process. Documentation of the local team decisions as outlined in this section could provide evidence of compliance with state and federal laws.

Implementation suggestions

The improvement section of this manual does not indicate a method of program improvement but, rather, provides a framework which an LEA can adapt to fit its own needs.

The responsibility for monitoring the components of the special education system rests with each of the key decision makers. The data collected can be used for comprehensive evaluation. Timelines for data collection should be established as part of implementing this process.

A special education director, principal, MDE Special Education Section, and/or MDE Office of Monitoring and Compliance may set priorities for determining the sequence in which the components should be reviewed. As LEAs and MDE develop their long range plans, certain components will come into focus and enter into a cyclical review process.

Regular and special education teachers may find it helpful to review the red flag column phrases prior to reviewing and selecting a question.

List of acronyms

CPR	Cardiac Pulmonary Resuscitation
CSPD	Comprehensive System of Personnel Development
D/APE	Developmental/Adaptive Physical Education
IEP	Individual Education Program
LEA	Local Education Agency
LRE	Least Restrictive Environment
MDE	Minnesota Department of Education
MR	Mental Retardation
PE	Physical Education
PER	Planning, Evaluation, and Reporting
PTA	Parent Teacher Association
SEA	State Education Agency
SED	Special Education Director
SST	Student Support Team
TAT	Teaching Assistant Team
TMH	Trainable Mentally Handicapped
TSES	Total Special Education System

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Instructions

Procedures

These instructions relate specifically to completing the improvement section of this manual. These procedures assist the reader in becoming familiar with all the components and then with the framework for the improvement process.

- ° Review each of the 15 components and its definition. See Appendix E.
- ° Select a component, review its definition, and review the standards from Appendix A and the outline to the standards in the description section.
- ° Locate the component with the same name in the improvement section.
- ° Review the red flag column.
- ° Review all the decision-maker questions for that component.
- ° Review the data needed column from the State Education Agency as a key decision maker.
- ° Focus on a specific set of decision-maker questions.
- ° Select a question and read across all columns in the row of information and suggestions related to that specific question.
- ° Identify the data needed to answer the question.
- ° Develop a format to collect the data.
- ° Establish timelines for collecting targeted data.

Procedures (continued)

- ° Collect the data needed in the agreed upon format.
- ° Analyze and evaluate the data.
- ° Compare the analysis of the data to the standards.
- ° Be aware of the problems described in the red flag column.
- ° Repeat the above process for each question.
- ° Use the data in the planning process.

1.0 IDENTIFICATION: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>1.1 Regular Education Teacher</u>					
1.1.1 What is the student's problem/need?	. Written statement. . Parent input.	. Classroom records. . Classroom observations. . Parent inventory checklist. . Teacher inventory checklist. . Student interview - self rating. . Pre-referral forms.	. Collection/comparison of written need statements from parents and teachers. . Conference pre-referral.	. Child development theory. . Comparison with peers. . Course objectives.	. No substantial growth in learning and behavior patterns. . Significant change in rate/patterns of learning. . Physical change. . Truancy.
1.1.2 How is the student progressing?	. Measure of student progress. . Timed tests. . Daily work samples. . Unit tests.	. Administer criterion referenced tests for each subject. . Oral evaluation. . Opinion surveys. . Behavior rating sheet.	. Student test results compared to passing levels established by LEA or teacher. . Sociograms. . Daily work compared to testing. . Observation by special education teacher.	. Criterion measures on objectives. . Teacher judgment. . LEA standards.	. Daily work consistently below criterion set. . Daily work never completed. . Problems with peer group. . No class participation.
1.1.3 How does the student compare with the norm?	. Achievement tests. . Benchmark test data. . Curriculum based assessment. . Daily work.	. Administer test of overall achievement and/or tests having LEA, state, national norms. . Input from parents. . Rating scales.	. Comparison of individual student results with norms. . Correlate ability to achievement.	. National and state norms. . Local norms.	. Student scores significantly below LEA and national norms. . Discrepancy in ability vs. achievement.

Identification: Improvement
July 1986

1-1

1.0 IDENTIFICATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>1.1 Regular Education Teacher</u>					
1.1.4 What interventions have been tried?	- Record of documented interventions used with timelines. - Attendance records. - Teaching methods used.	- Conduct frequency count. - Chart student progress. - Review lesson plans. - Record teaching methods. - Parental input.	- Review of intervention data noting change in student behavior or performance. - Student self-rating. - Parent ratings.	- LEA guidelines for appropriate interventions given student characteristics have been developed and are consistently used. - Interventions made after consultation with other specialized staff.	- No substantial change after first intervention or subsequent interventions. - Crisis situation where student may harm self or others.
1.1.5 What are the indicators that this student should be referred for assessment?	- Record of interventions tried. - Measures of student progress. - LEA referral criteria.	- Compile above procedures. - Review LEA policies and procedures. - Parent conference.	- Student progress data compared with LEA referral criteria. - Student progress on grade-level material.	- At least two documented interventions attempted. - LEA referral policy in place. - Consultation.	- Inappropriate interventions. - Parental referral. - No substantial student progress with interventions.
1.1.6 Should I refer this student?	Compilation of above data.	- Compilation of above. - Screening. - Individual student observation. - Informal documented interventions. - Consultation between regular and special education personnel. - Parent conferences. - Consultation with outside agencies.	Compile above procedures.	- Specialized staff used as technical assistants prior to referral. - Judgment based on compilation of above standards. - Judgment of outside agencies.	- Information collected or LEA policy inadequate to answer referral question. - Lack of student progress.

1.0 IDENTIFICATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>1.2 Special Education Teacher</u>					
A consultant to regular education teacher at this point in the planning process.					
<u>1.3 Student Support Team</u>					
Not active at this point in the planning process.					
<u>1.4 Principal</u>					
1.4.1 How many and what kinds of students are being identified?	- Current reports on referrals indicating number, by whom, when. - TAT forms.	- Referral data compiled monthly by hand or computer. - Pre-school screening records.	- Compare data with expected levels of referrals based on national, state incidence figures. - Develop local data base for referrals.	- Expected number of referrals based on national and state norms adjusted for local idiosyncrasies. - Local standards.	- Referrals surpass/fail to meet (fall significantly below) expected level by more than percent set by state or LEA. - Pre-referrals from mostly one sex, race, and/or grade level.
1.4.2 Do teachers systematically seek assistance from one another regarding students of concern?	- Frequency count and type of teacher requests and assistance. - General observation.	- Frequency count. - Questionnaire of current practice, need, and satisfaction. - Minutes of building reviews.	Compare frequency count, type, and satisfaction with staff expertise and availability and building referral patterns.	- Staff uses each other for technical assistance prior to referral. - Team discussions. - TAT atmosphere.	- Teachers working in isolation. - One or more teachers with consistently high referral rates. - Teachers with no referrals. - Listen for comments regarding special education staff.

1.0 IDENTIFICATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>1.5. Special Education Director</u>					
1.5.1 Is the public adequately informed as to child identification?	. Informational brochures. . Written documentation of child find methods. . Brochure from early learning committee.	. Coordinated plan to collect data. . Child find activities documented as they occur in central office notebook. . Copies of all newspaper announcements, brochures, letters to parents, etc. are dated and filed by school year. . Communication with counselor and parents. . Copies of local board minutes.	. Periodic review of documents to insure procedures are in place. . Review staff activities toward child find.	. Child find procedure systematic. . Information is current. . Procedures follow accepted guidelines.	. Referrals from few sources. . Inadequate number of child find activities documented.
1.5.2 Are our child identification activities coordinated with other human service agencies?	. LEA policy statement on child find procedure/guidelines. . Documentation of child find methods. . Informational brochures.	. Documentation of referral services. . Child find activities documented as they occur in central office notebook. . Copies of all newspaper announcements, brochures, letters to parents, etc. are dated and filed by school year. . Documentation of other agency child find activities.	. Periodic document review. . Compare child find activities across agencies. . Compile record of outside agency involvement.	. Child find procedures are complementary, noncompetitive, and not redundant. . Information is current. . Procedures follow accepted guidelines.	. Agencies competing for clients. . Schools unaware of student's human service programs. . Lack of interagency collaborations. . Agencies dumping clients on each other. . Agencies unaware of school programs.

1.0 IDENTIFICATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>1.5 Special Education Director</u>					
1.5.3 Are identification procedures in compliance with law?	. Description of identification system. . Current reports on referrals and SST decisions.	. Child count. . Class lists. . Public announcements. . List of eligible students not receiving special education. . TSES documentation. . Unduplicated child count. . Count of children receiving more than one service.	. Internal monitoring. . External monitoring. . Computer monitoring.	. Special Education Compliance Manual.	. Noncompliance citation. . Parent complaints.
<u>1.6 State Education Agency</u>					
1.6.1 Are identification procedures in compliance with law?	. Child count. . Description of identification system. . Copies of public announcements regarding child identification efforts.	. Review application. . Review TSES documentation.	. State monitoring process. . Internal monitoring.	. Special Education Compliance Manual.	. Noncompliance citations. . Discrepancies in TSES practices and standards.

2.0 REFERRAL: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>2.1 Regular Education Teacher</u> Decision making moves to team level at this point in the planning process.					
<u>2.2 Special Education Teacher</u> Decision making moves to team level at this point in the planning process.					
<u>2.3 Student Support Team</u> 2.3.1 Have appropriate interventions been tried in the regular education program and/or regular education environment?					
2.3.2 Has the child been screened in the areas of behavior, affective, sensory, cognitive, interpersonal, and physical?	. Documentation of interventions attempted. . Student progress from teacher interventions. . Grade placement. . Examine achievement scores and tests. . Staff comments.	. Conduct frequency count. . Chart student progress. . Review lesson plans. . Structured interviews. . Log of student behaviors.	. Review interventions, noting number, duration, and appropriateness of intervention. . Grade placement compared to peers. . Documentation of meetings with consultants.	. Two interventions tried. . Interventions appropriate, given student problem. . Medical history.	. No substantial change after second intervention. . Uncooperative parents. . Uncooperative teachers. . Inappropriate interventions.
	. Behavior. . Affective. . Sensory. . Cognitive. . Interpersonal. . Physical. . Observations. . Health history. . Family information.	. Observations. . Written comments. . Teacher logs. . Student's cum file. . Nurse file on student. . Teacher screening checklist.	. Review for inconsistencies among all areas. . Parent contact prior to screening. . Evaluate inconsistencies between home and school reports.	. Child development norms. . Task analysis.	. Incomplete screening data. . Truancy. . Lack of teacher's ability to observe and document behaviors. . Inconsistent data.

2.0 REFERRAL: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
2.3 Student Support Team					
2.3.3 Should the student be assessed?	- Measures of student progress. - Local, state, and national norms. - LEA referral criteria. - Standardized achievement tests.	- Use LEA curriculum measures with local norms. - Examine existing overall achievement test scores (IQ) and/or test results with local, state, national norms. - Review LEA policies and procedures. - Cum folder. - Interview parents. - Interview student. - Teacher checklist.	- Compare student results with norms. - Compare student results with performance. - Compare overtime. - Compare student with teacher expectation. - Hearing consideration. - Vision consideration. - Medical consideration.	- LEA referral criteria. - Team judgment. - Coop guidelines and criteria.	- Student scores fall below norm. - Student meets LEA referral criteria. - Truancy. - Disruptive behavior. - Medical problems.
2.3.4 Should the student be programmed in regular education without further assessment?	- Current student assessment and progress data. - Medical. - Observation. - Teacher input.	- Compilation of above. - Behavior checklist. - Diagnostic teaching.	- Compare current student assessment and progress referral criteria. - Check original reason for referral.	- Assessment data meets established program criteria. - No further assessment needed. - Review available options within building. - Team decision.	- Student scores fall. - Student continues to have trouble academically or socially. - Student scores fall below norm but assessments do not meet program entrance criteria. - Student attendance. - Parent request. - Teacher complaint increases.
2.3.5 If not assessed, what regular education alternatives, other human service agency programs, or home interventions could be provided, if needed?	- Student progress data. - Record of intervention attempted. - Alternatives available within school.	- Compilation of above. - Survey alternative regular education programs. - Survey area human service agencies and compile descriptions.	- Compare student progress and needs with available service options. - Follow-up of student progress.	Alternative programs are available for non-special education students with academic or behavior problems.	- Student needs not met by existing program options. - Student continues to fail despite regular education/noneducation agency interventions.

2.0 REFERRAL: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>2.3 Student Support Team</u>	. Interview parents. . Community alternatives available.	. Interview parents and family for interventions used at home. . Ongoing review of progress in mainstream.	. Create appropriate service option for student.	. Search for resources within and outside of building.	. Negative change in behavior.
<u>2.4 Principal</u>					
2.4.1 Who should represent regular education on the referral team?	. Certifications. . Assignments. . Referring teacher. . Volunteer.	. Review of certification, class assignment, and teaching records. . Informal staff survey. . TAT trained.	. Record of referrals. . Team effectiveness.	. Team of regular education teachers. . Team decision with local guidelines.	. Staff unfamiliar with student needs and performance. . Staff responsible for unreasonable number of students. . Staff unable to generate intervention ideas.
2.4.2 Are student needs being met in my building?	. Student progress data for all students in the building. . Attendance data. . Critical incident log for behavior. . Description of LEA's alternative programs. . Attendance records. . Review of warning slips.	. Student progress and attendance data compiled and graphed monthly or periodically. . Critical incidence log for behavior kept and reviewed monthly or periodically. . LEA, state, and national alternative program review. . Curriculum-based measurement reports.	. Comparison of student demographics and needs with existing building programs. . Teacher's evaluation. . Data from testing.	. Student educational needs being met in building whenever possible. . LEA and school guidelines. . Compare attendance, discipline, grade-level information with regular education population.	. Student educational needs unmet despite current building alternatives. . Staff not using alternatives from outside the building, such as district, coop, or community.

Referral: Improvement
July 1986

2-3

2.0 REFERRAL: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>2.5 Special Education Director</u>					
2.5.1 Are appropriate numbers and types of referrals being made?	- Current reports on referrals listing number, by whom, when referred. - List of those who qualified for special education. - List of students not qualified for special education.	- Referral data compiled monthly by hand or computer. - Meetings with building principals.	- Data compared to expected levels of referrals based on national, state incidence figures. - Analyze those who do not qualify.	- State/national incidence figures adjusted for local idiosyncrasies. - Other buildings in LEA or coop.	- Referrals surpass/fall to meet (fall significantly below) expected level by given percent. - Frequent referrals from same source. - Too many non-qualifying referrals.
2.5.2 What are the general education progress trends and how are these affecting special education referral?	- Compiled regular education student data. - National trends. - General comments of principal. - School administration.	- Measures established and taken periodically for all students. - Literature review. - Use administrative council to discuss trends.	General education trends compared to assessment referral trends to determine relationship.	Proportion of general education student's referral for assessment remains fairly constant, regardless of general progress.	- Inadequate interventions. - No interventions developed.
2.5.3 Are the LEA's established referral procedures and criteria being implemented?	- Copy of LEA referral policy and procedures. - Current reports on referrals and SST decisions.	Compile referral data monthly or periodically.	- Compare current referral practices with LEA policy and procedures. - Interview staff.	- Local referral policy/procedures. - Coop guidelines.	- Procedures not being used to specification. - Policy/procedures no longer reflect LEA needs.
2.5.4 Who should serve on the referral team?	- Staff qualifications. - Referral team members. - Referring teacher.	- Review staff licensure, teaching record, time commitment, current class assignments. - Staff volunteers.	Compare student assessment data and referral records with staff list.	- Federal regulations. - State rules. - Local referral procedures.	- Staff unavailable for SST meetings. - Lack of staff to serve on SST for students with low incidence handicaps.

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2.0 REFERRAL: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>2.5 Special Education Director</u>					- Administration not providing time for referral meetings. - Referral team unable to agree on procedure.
2.5.5 Is the team making appropriate decisions?	- Acceptance/rejection of referrals. - Characteristics of students accepted. - Characteristics of students rejected.	Compile and chart program acceptance and rejection rates by SST, building.	- Compare data with expected number of referrals based on national, state, local incidence rates. - Compare data with local referral criteria.	- National, state, local incidence rates. - Local referral criteria. - Review child count and incident rate data.	- Acceptance rates or rejection rates too high or low based on national, state, and local incidence rates. - Referral decision disregard local referral criterion.
2.5.6 Are referral procedures in compliance with state and federal law?	- Referral procedures. - Program entrance/exit criteria. - Coop referral policy and procedures.	Review LEA policies and procedures.	- State monitoring and TSES documentation. - Internal monitoring. - Interview staff.	Due process procedures are used when referring source is parent or teacher.	Noncompliance.
<u>2.6 State Education Agency</u>					
2.6.1 Are referral procedures in compliance with law?	- Referral procedures. - Copy of notice form sent to parents prior to change in the student's educational placement.	- Review application. - Review TSES documentation.	- State monitoring process. - Internal monitoring.	Due process procedures are used when referring source is parent or teacher.	Noncompliance.

3.0 ASSESSMENT: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>3.1 Regular Education Teacher</u>					
Decision making at team level in this stage.					
<u>3.2 Special Education Teacher</u>					
Decision making at team level in this stage.					
<u>3.3 Student Support Team</u>					
3.3.1 What information on the child was revealed in the screening process?	. Analysis of student screening information. . Assessment data. . Attendance data. . Teacher/parent conference report.	. Written comments. . Use a checklist. . Oral comments.	. SST discussion of screening data. . Screening procedures. . Checklist.	. Review and comment. . Team consensus. . Special education coop.	. No discussion. . Scattering of scores. . Incomplete information. . No screening data available.
3.3.2 What areas of the student's functioning should be stressed?	. Data on student's current functioning. . Teachers' reports. . Parent's perceptions. . Entrance criteria for all programs/services. . Cum folder review. . Health history.	. Record review. . Teacher interview. . Parent interview. . Student interview.	. Compare recommended areas for assessment with information compiled from student records, interview, and LEA policy. . Consult with other agencies, if appropriate.	. Necessary assessment done to determine programming needs. . Team consensus.	. Areas assessed unnecessarily. . All areas of concern not assessed. . Teacher/parent not consulted on assessment needs. . All students given same assessment battery. . Lack of consensus in group.

3.0 ASSESSMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>3.3 Student Support Team</u> 3.3.3 What assessment instruments should be used?	- Available instruments. - Recommended and appropriate uses of instruments. - Instruments used currently by SST. - LEA assessments. - List of standardized measures with descriptions.	- Review instruments available through LEA, regional, or other agency offices and their recommended uses. - Compile list of assessment instruments used by SST. - Collect lists of referred students and assessment instruments used with each. - Review other instruments to update list.	- Compare student assessment needs with available instruments to determine appropriateness. - Periodically compare student referral and recommended assessment with actual assessment instruments used. - Professional agencies evaluation of tests. - Supervisor to discuss instruments with staff.	- Reliability and validity of tests. - Availability of properly trained person to administer instrument. - Assessment translates directly to programming goals. - LEA standards.	- Appropriate instruments unavailable. - Majority of students given same assessment regardless of suspected disability or recommendations. - Teachers expressing need for better assessment tools. - Lack of properly trained people to administer tests.
3.3.4 Who should conduct which part of the assessment?	- Credentials/expertise of staff members. - Available low incidence resource persons. - Outside specialists.	Review LEA, regional staff for potential evaluators.	Compare child assessment needs with available staff and resources.	- Assessments administered by properly trained person. - Observations of testers ability to test.	- Staff not available to assess low incidence handicaps. - Staff performing assessments without proper training. - Backlog of assessments. - Incompetent staff testing.
3.3.5 How should the assessment data be interpreted and used?	- Reporting formats. - Integration data. - Exit criteria for all programs and services. - Entrance criteria for all programs and services. - Assessment reports.	- Review assessment instruments reporting formats and integrate data. - Interview teachers, parents, other service providers about information which would be most helpful to them in day-to-day programming.	- Examine assessment instruments reporting format for simplicity and interpretability. - Compare available assessment information with information needed by service providers and parents. - Compare progress with learner characteristics based on criteria.	- Reporting formats are easily understood. - Assessment information with and used by staff to make programming decisions. - State guidelines for developing entrance criteria.	- Assessment information not useful to service providers or parents. - Data collection and reporting mechanisms too cumbersome to use. - Entrance criteria results in misplacement of students.

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3.0 ASSESSMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>3.3 Student Support Team</u>		- Task force of service providers to establish criteria. - Review of cumulative folder.	- Assessment information provides focus on specific areas of need. - Examine reporting formats developed by others.	- Exit criteria. - Staff evaluation of format. - Best practice.	
<u>3.4 Principal</u>					
3.4.1 Are legal requirements being met for students in my building?	- Evidence provided by SED (see below). - Timelines. - Parental permission forms. - Confidentiality of records process. - Entrance criteria.	(Responsibility of SED). - Periodic update from SED. - Updates from state on legal requirements. - Review testing timelines.	(Responsibility of the SED). - Compare data with peers. - Assessment manual available to building administrators.	- Special Education Compliance Manual. - Coop regulations.	- Noncompliance in due process procedures, assessment procedures, or timelines. - Confidentiality of records process not followed.
<u>3.5 Special Education Director</u>					
3.5.1 Who should comprise the assessment team?	- Staff credentials. - Current assessment commitments. - Available low incidence and other specialists. - Names of possible evaluators.	- Compile list of district, regional staff for potential evaluators. - Develop data base of local, regional, state staff (health, social services, education) available for assessments.	- Compare student assessment needs with available staff resources. - Periodically compare staff credentials/expertise with assessment instruments used by each. - Review number of requests for outside evaluations.	Special Education Compliance Manual.	- Staff unavailable to assess low incidence handicapped. - Backing of assessments. - Staff performing assessment without proper training. - Assessment date appropriate. - Assessment date well communicated well

3.0 ASSESSMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
3.5 Special Education Director		- Create list of current staff time commitments. - Compile review of district assessment practice -- who is conducting them and what assessments are being used?			
3.5.2 What are the guidelines for use of assessment instruments?	- List of assessment instruments. - Validity, reliability information for each instrument.	- Review currently used assessment instruments, validity, reliability. - Lead teacher council discussion. - Curriculum data base.	- Compare assessment instruments used in LEA with professional standards for validity, reliability. - Local norms.	All assessment instruments sufficiently reliable and valid for students being tested.	- Inadequate reliability or validity documented. - Test with cultural bias.
3.5.3 Are instruments being used properly?	- Student assessment records. - Information on recommended use of assessment instrument. - Staff assessment practices.	- Assemble and review LEA assessment instruments. - Systematic and periodic review of student assessment records. - Observation of test administration. - Staff survey about test use.	For each assessment instrument used in LEA, compare recommended use, validity, reliability with current use and interpretation of results on randomly selected cases.	- All assessment instruments being used as directed in corresponding test manuals. - Curriculum based.	- Tests being used for purposes other than those recommended by authors. - Not using total test instrument.

3.0 ASSESSMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>3.5 Special Education Director</u>					
3.5.4 Does the assessment procedure used identify students who need special education services?	- Special education student data. - Regular education student data.	- Create data base of regular and special education students, programmed to track student progress, monitor all students referred for assessment. - Curriculum-based measures.	Compare characteristics of referred and served vs. referred and not served for possible test bias and instrument appropriateness.	National, state, local incidence rates.	Over or under identification of handicapped based on expected incidence rates.
3.5.5 Do assessment procedures follow legal requirements?	- Written assessment procedures. - Evidence: - of written parental consent. - that assessment is completed before placement. - that assessment takes place within 30 days of parental consent. - of use of nondiscriminatory assessment materials. - that valid test materials are administered in child's native tongue by a qualified person. - that more than IQ test is administered. - that existing impairments have been taken into account. - that no single procedure is solely basis for judgment. - that assessment was administered by team.	- Review application. - Review TSES documentation. - Record review. - Staff interviews. - Team report.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	- Noncompliance citations. - Discrepancies in TSES practice and standards. - Parent complaints.

3.0 ASSESSMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>3.5 Special Education Director</u>					
	- that assessment was administered so that all areas related to problem are reviewed. - that assessment was administered at child's school. - that resources for assessment outside the LEA are used when needed. - that at least one team member, other than regular education teacher, observes LD student. - that LD report was written. - that reassessment is completed within 30 days of consent or after the 10-day waiting period lapses. - that independent evaluations are considered by the LEA. - that all due process procedures have been followed as they relate to assessment.				
<u>3.6 State Education Agency</u>					
3.6.1 Do assessment procedures follow legal requirements?	. Written assessment procedures. . Evidence: - of written parental consent. - that assessment is completed before placement.	. Review application. . Review TSES documentation. . Record review. . Staff interviews.	. Internal monitoring. . External monitoring.	. Special Education Compliance Manual.	. Noncompliance citations. . Discrepancies in TSES practice and standards.

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3.0 ASSESSMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>3.6 State Education Agency</u>	- that assessment takes place within 30 days of parental consent. - of use of nondiscriminatory assessment materials. - that test materials are administered in child's native tongue by valid and qualified person. - that more than IQ test is administered. - that existing impairments have been taken into account. - that no single procedure is solely basis for judgment. - that assessment was administered by team. - that assessment was administered so that all areas related to problem are reviewed. - that assessment was administered at child's school. - that resources for assessment outside the LEA are used when needed. - that at least one team member, other than regular education teacher, observes LD student. - that LD report was written. - that reassessment is completed within 30 days of consent or after the 10 day waiting period lapses. - that independent evaluations are considered by the LEA. . Copy of statement of procedural safeguards or parental rights for assessment. . Copy of the description of classroom observation procedures used to assess suspected learning disabled. . A sample form for classroom observation of suspected learning disabled. . List of standardized assessment tools for suspected learning disabled. . Copies of non-published or modified assessment tools. . Copy of LD written report form. . List of students whose parents have, during the past two years, requested the LEA pay for an independent assessment; include action. . Copy of Program Entrance Criteria. . Copy of Program Exit Criteria. . List students by building whose parents refused permission for initial assessment.				

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.1 Regular Education Teacher</u> Team planning at this point in the decision process.					
<u>4.2 Special Education Teacher</u> Team planning at this point in the decision process.					
<u>4.3 Student Support Team</u> 4.3.1. What is the student's current level of functioning? . Demonstrated performance in the areas of: - behavior. - affective. - sensory. - cognitive. - interpersonal. - physical. . Standardized testing. . Social/emotional profiles.					. No data in one or more areas. . Inconsistent data on student. . Outdated data.
4.3.2 What skills and behaviors must the student attain prior to the next periodic review?	. Realistic short term expectations. . Student's learning style. . Date of next periodic review.	. Written expectations. . Record teaching methods. . Record student's learning style.	. Compare student's learning rate and learning style with periodic review dates. . Compare student progress with written expectations.	. Child development theories. . Learning theories. . National and local norms. . Professional judgment.	. No statement of expected skills or behaviors on IEP. . No clear statement of current level of functioning.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.3 Student Support Team</u>					
4.3.3 What are student's long and short term needs to function appropriately and/or independently in his or her environment?	- Student's functional skill needs. - Assessment data. - Summary of referral and/or assessment data. - Functional living skills. - Written statements of performance at tasks.	- Teacher observation. - Parent observation. - Normal functional living skills test.	- Compare student's function skill level to functional skills required for more independent living. - Compare curriculum and performance.	- Functional skills. - Federal and state norms. - Curriculum-based measurement.	- No written statement of student's needs. - Not related to skills needed outside of school.
4.3.4 What are appropriate goals and objectives for the student?	- Assessment data. - Framework for matching goals and objectives to student characteristics.	- Review student file. - Develop LEA framework for matching goals. - Review/revise existing framework. - Match learning styles to a program.	- Plug individual student characteristics into framework. - Match learning styles to a program.	- Goals: - are functional. - are age-appropriate. - are based on student need. - further student's chances of being integrated in regular education and community. - Needs: - match goal framework. - are relevant. - are understandable. - are measurable. - are behaviorable. - are achievable.	- Negative change in behavior. - Negative teacher or parent reaction. - Parent refuses to sign IEP.
4.3.5 What services must be provided to the student to meet the goals and objectives?	- Continuum of placements. - Student goals. - List of support services.	- Review related and support services in LEA, region, and state. - Review student goals.	- Compare existing services with student needs. - Compare existing services with LRE state and federal guidelines.	- Services provided in home school or LEA wherever possible. - Services provided in least restrictive environment.	- Existing services do not meet student needs. - Students served in segregated facilities.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.3 Student Support Team</u>	List of related services.		Compare student needs with nonexistent services.		
4.3.6 How should the student be involved in planning his/her program?	- Student age and interest. - Student interview. - Parent conferences.	- Confer with student and parents. - Confer with teachers.	- Survey students in current special education programs for input on how they would like to be involved. - Parent surveys. - Ask student to conference.	- Special Education Compliance Manual. - Special Education Coop Manual.	- No students participate in SST plannings. - Students unsatisfied with type of input they have in their programs. - Parents asking to have services terminated.
4.3.7 Have provisions been made for planned interaction with nonhandicapped peers?	- Student IEP. - Number of IEPs with planned interaction with nonhandicapped students specified. - Reasons why, by whom, and where IEP services are provided. - Discussions with special education teachers on how their students are mainstreamed. - Amount of time on IEP for students who are to be mainstreamed.	Compile local education agency IEPs.	- Review local education agency IEPs, noting number of IEPs specifying interaction with nonhandicapped peers. - Conference with mainstream teachers.	- All students receiving instruction in self-contained must have provisions for nonhandicapped interaction. - All students served in integrated regular schools with agemates.	- Planned interaction not cited on IEPs. - Students served in segregated sites. - Students served in sites with non-agemates (i.e., 17-year-olds being served in grade school settings).

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.3 Student Support Team</u>					
4.3.9 Does the IEP contain a mechanism for on-going accountability to insure the child is progressing in his/her program?	. Evidence that the annual goals: - are directly related to the present level of educational performance and/or each priority deficit area. - can reasonably be expected to be accomplished by the handicapped student within one calendar year. - state the direction of desired behavior change. - state clearly each area of behavior to be assessed. - state in measurable terms the present level of behavior, and the desired or anticipated level. - state the specific resources to be utilized in achieving the goal. . Evidence that the short term objectives: - relate directly to or flow from an established annual goal. - are measurable, intermediate steps between the present level of performance and the anticipated goal. - serve as a basis for developing the more detailed instructional plan for the student.	. Compile local education agency IEPs.	. Review contents of IEP. . Compare to examples of ideal IEPs.	. State rules. . Federal regulations. . Best practice. . Coop guidelines.	. Incomplete IEPs. . Parental concerns with lack of student progress.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.3. Student Support Team</u>	- state clearly and specifically in observable terms the task (or behavior) to be performed or exhibited. - state the conditions or circumstances of the performance or remediation. - state the standards or level of performance which the student is expected to achieve. - provide a record or base for use in evaluation. - state timelines for meeting objectives. - state person responsible for each objective.				
4.3.9 Does the IEP include a listing of all services the student receives?	. Regular education services. . Special education services. . Related services. . Support services.	. List child's daily schedule.	. Compare daily schedule with IEP service provided.	. Best practice.	. Incomplete lists of student services. . Mismatch between IEP services and daily schedule.
4.3.10 Which staff member should deliver the services specified?	. Staff qualifications. . Staff class assignment. . Listing of qualified persons available outside staff.	. Review staff records. . Review all service provider records.	. Compare staff qualifications, assignments with student needs.	. State licensure requirements.	. Student's needs cannot be met through existing staff. . Student not receiving help due to no one being licensed.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.3 Student Support Team</u>					
4.3.11 With mainstream students, how are the content area teachers adapting teaching style and materials to the student's learning style and levels?	. Listing of modifications for Level Two services. . Interview Level Two case managers.	. Review adapted materials and lesson plans.	. Compare teacher lesson plans and materials to each mainstream student.	. Reading and math levels of the student. . Writing skills of student. . Speaking skills of student.	. No evidence of content area teacher adaptation. . No evidence of in-service to meet mainstream teacher needs. . High incidence of retention. . No evidence of special education teacher working with regular education teacher to adapt materials.
4.3.12 How should the team conduct its meetings?	. Team input. . Information on team building. . Feedback on team effectiveness from team members. . Process observations notes from team meetings.	. Informal survey of SST. . Literature review on how to conduct meetings. . Train a process observer.	. Periodic survey of SST to determine perceptions of group. . Parent survey of team meetings. . Feedback from process observer knowledgeable about team process and meetings.	. Best practice in effective meeting management. . Observe team meetings in other buildings or LEA. . Feedback from staff. . Inservice team on conduct.	. Inattendance at meetings. . Parents not involved. . Uncooperative team. . Decisions made with little thought or by one person. . Unproductive meetings -- too long or too short.
<u>4.4 Principal</u>					
4.4.1 Who should represent regular education in the program planning process?	. Staff involved in the case. . Staff qualifications. . Staff relationship to student.	. Review program staff, class assignment. . Review referral forms.	. Match appropriate personnel with student's program.	. Federal and state requirements. . Coop guidelines. . LEA guidelines.	. Staff unfamiliar with student's needs. . Staff responsible for unreasonable number of students. . Reassignment of student to another classroom.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.4. Principal</u> 4.4.2 Are all designated members of the team in attendance and participating in the IEP decision process?	. Attendance records. . Team discussion records. . Review staffing form. . Minutes of referral reviews.	. Review minutes from meetings. . Health records. . Log of information on student.	. Compare regulations and rules with members in attendance. . Compare with local guidelines of involvement in case under study.	. Federal and state requirements. . LEA guidelines.	. Decisions without team input. . Continual rescheduling of meetings.
4.4.3 Are written results of all annual and periodic reviews kept on file and a copy sent to the parents?	. Records in student's due process file. . Evidence that parents were sent a record.	. Review student's due process file. . Ask parents.	. Compare files records with requirements.	. Federal and state requirements.	. Monitoring complaints. . Incomplete copies of records and reports to parents. . Inconsistencies in student's due process file.
4.4.4 Are the names of all persons, their titles or positions who participated in the team meeting stated on the IEP?	. Records from IEP in due process file.	. Review IEP.	. Compare IEP with members in attendance.	. Federal and state requirements.	. Incomplete section on IEPs.
4.4.5 Does the LEA conduct a team meeting to review the student's IEP and revise its provisions, when necessary?	. Records of IEP meetings. . Log all IEP meetings through case managers.	. Number of students who have a record of IEP review meetings.	. Compare number of review meetings with expectations. . Compare periodic review results to required change in services. . Contact previous school when students transfer.	. Local norms and expectations.	. No records of IEP review team meetings. . Transfer students without complete records.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.4 Principal</u>					
4.4.6 Is a periodic review held at least once a year by the people directly responsible for implementing the IEP?	- Quarterly log records of periodic reviews. - Records of service providers in attendance at periodic reviews.	Spot check periodic reviews and IEPs with service providers listed.	- Note dates of periodic reviews. - Match service providers with those who are in attendance at meetings.	- Federal and state requirements. - IEA guidelines. - Local case manager guidelines.	- Lack of timely periodic reviews. - Service providers absent from periodic reviews.
4.4.7 Are 12-month follow-up reviews held on students whose service has been discontinued?	- Records of follow-up reviews. - Follow-up review procedures. - Record of observation to assure success.	- Number of students whose service has been discontinued. - Evidence of follow-up reviews.	Match follow-up reviews to students whose service has been discontinued.	- Federal and state requirements. - Local guidelines. - Local case manager follow-up guidelines.	- No 12-month follow-up reviews. - Inadequate reviews.
4.4.8 Is regular education staff adequately trained to manage the needs of the student in the mainstream to the extent the IEP calls for mainstream programming?	- Record of regular education staff training in special education concerns. - Staff areas of weakness or concern. - Student records. - Mainstream teacher survey.	- Conduct needs assessment. - Review staff records. - Discussion with mainstream staff.	- Compare regular staff inservice with actual practice. - Compare how students are doing in mainstream class.	- Regular educators sufficiently trained to work with handicapped students in mainstream environment. - Staff evaluations/classroom observations. - Provide training to staff.	- Staff unwilling to reasonably accommodate handicapped students. - Staff background in special needs children inadequate. - Mainstream students not succeeding in regular classroom.
4.4.9 Is the special education teacher giving support to the regular education teacher?	- Students in Level Two. - Schedules of special teachers.	- Adapted materials and lesson plans to accommodate Level Two student. - Survey regular education teachers. - Survey special education teachers.	- Compare regular education teacher and special education teacher survey results. - Satisfaction with progress of Level Two students.	- Best practice. - Observe exemplary teachers in other LEAs.	Teacher complaints about meeting needs of Level Two students without special education support.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.4. Principal</u>					
4.4.10 Are legal requirements being met?	- Evidence provided by SED (see below). - Fill out forms required periodically by SED.	(SED responsibility). - Periodic review with SED.	(SED responsibility). - Meet the inservice needs of the staff. - Establish correction procedures.	- Special Education Compliance Manual. - Coop guidelines. - Use this manual.	Noncompliance citation.
<u>4.5 Special Education Director</u>					
4.5.1 Under what conditions should given placements be made?	- Criteria for placement in each level of the continuum of services. - Entrance criteria for each program disability.	- Review LEA policy. - Review caseloads.	Compare student capabilities and needs with available program options.	Student placed in least restrictive environment.	- Continuum of services not available for all handicaps. - Continuum of services not appropriate.
4.5.2 Are IEPs being written appropriately?	- IEPs for all students. - LEA local education agency.	- Review central office IEP files. - Lead teachers review IEP files and report to SED.	- Sample IEPs and compare with LEA standards. - Peer evaluations.	- Special Education Compliance Manual. - Best practice -- see resource section of this manual.	- IEPs fall below standards. - Parent complaints.
4.5.3 Are program planning meetings being conducted appropriately?	- Meeting agendas, minutes. - Procedures for meeting in place.	- Review central office file copies of IEP meeting minutes. - Parent questionnaires. - Observe IEP conferences.	- Periodic review of minutes. - Review group process dynamics.	- Attendance by all members. - All members participate equally. - Group consensus is valued and reached. - Group develops high quality appropriate student goals.	- IEPs fall below standards. - Parent complaints.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>4.5 Special Education Director</u>					
4.5.4. Are legal requirements being met?	- Evidence that: - only eligible students are served. - placement decisions made by knowledgeable team based on information from a variety of sources which is documented. - appropriate persons comprise team. - attempts are made to involve parents. - LEA staff hours flexible enough to accommodate parents. - IEPs are developed for each student served. - IEPs are in effect in a timely manner. - parental consent is obtained. - parent has IEP copy. - due process procedures are followed. - right to free, appropriate education policy is in effect. - LEA has appropriate program for all eligible handicapped children. - preschool is available to handicapped child. - parents bear no cost. - programs available to nonhandicapped also available to handicapped. - extracurricular activities available to handicapped. - PE available to handicapped.	- Review application. - Review ISES documentation - IEP review. - Record review. - Questionnaires. - Interviews.	- State monitoring. - Internal review. - Peer monitoring.	Special Education Compliance Manual.	- Noncompliance. - Discrepancy between ISES practice and standard.
<u>4.6 State Education Agency</u>					
4.6.1 Does the LEA's program planning process comply with legal requirements?	- Evidence that: - only eligible students are served. - placement decisions made by knowledgeable team based on information from a variety of sources which is documented.	- Review application. - Review ISES documentation.	- Internal monitoring. - External monitoring process.	Special Education Compliance Manual.	Noncompliance.

4.0 INDIVIDUAL PROGRAM PLANNING: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
4.6 State Education Agency	- appropriate persons comprise team. - attempts are made to involve parents. - IEPs are developed for each student served. - IEPs are recorded. - IEPs are in effect in a timely manner. - parental consent is obtained. - parent has IEP copy. - due process procedures are followed. - right to free, appropriate education policy is in effect. - LEA has appropriate program for all eligible handicapped students. - preschool is available to handicapped child. - parents bear no cost. - programs available to nonhandicapped also available to handicapped. - extracurricular activities available to handicapped. - PE available to handicapped. - lists of eligible students not receiving special education. - copy of notice form sent to parents regarding team meetings. - copy of IEP form. - copy of periodic review form. - copy of notice form sent to parents prior to initiation of special education services. - copy of notice form sent to parents to change educational placement. - list students by building whose parents refused initial placement.				

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.1 Regular Education Teacher</u>					
5.1.1 What curriculum would best meet the student's needs?	- Assessment data. - IEP. - LEA policy. - List student successes and failures with curriculum.	Procure and review needed documents.	- Compare program recommendation with available curricula, instructional environments, and methods. - Teacher observation of daily lessons and student's behavior in relation to delivery.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments. - Close communication between the mainstream teacher and the special education teacher.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Lack of appropriate equipment and materials.
5.1.2 What curriculum modifications are needed?	- Assessment data. - IEP. - LEA policy. - Student's behavior in classrooms. - Student feedback in relation to knowledge gained or skills being learned. - Teaching methods.	- Procure and review needed documents. - Teacher observation. - Student records. - Review medical records.	Compare program recommendation with available curricula, instructional environments, and methods.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments. - Child development theory related to specific handling of mainstream student.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Lack of appropriate equipment and materials. - Student failing in mainstream classroom. - No grouping with other students.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.1 Regular Education Teacher</u>					
5.1.3 Where and how should instruction take place?	- Assessment data. - IEP. - LEA policy. - Classroom records. - Periodic student testing results.	Procure and review needed documents.	- Compare program recommendation with available curricula, instructional environments, and methods. - Student feedback.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments. - Effective use of appropriate support personnel; e.g., management aide, etc. - Communication with special education teacher and other support personnel.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Teacher/student ratio does not meet student needs.
5.1.4 What instructional/therapeutic methods would best meet this student's needs?	- Assessment data. - IEP. - LEA policy. - Research in learning styles. - Diagnostic testing.	- Procure and review needed documents. - Parent interviews. - Teacher observations. - Health history.	- Compare program recommendation with available curricula, instructional environments, and methods. - Relate learning theory to methods. - Suggestions from special education teacher and support personnel.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments. - Effective use of appropriate support personnel. - Child development theory related to specific handicap of mainstream student. - Communication with special education teacher and other support personnel.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Negative change in student behavior, either emotional or social.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.1 Regular Education Teacher</u>					
5.1.5 Is the student making adequate progress toward the objectives?	- IEP objectives. - Student evaluations and progress data.	- Chart student progress. - Goal attainment scaling. - Regular communication with parent.	- Periodically compare current student performance with baseline and IEP objective and criteria for success. - Solicit parental input. - Solicit teacher feedback, library, music, physical education, etc.	- Expected progress given student characteristics. - Student progress based on evaluations.	- No student progress on objectives. - Objective criteria set too high or low. - Negative changes in the student's behavior, both social and emotional. - Inconsistent progress.
5.1.6 Should the IEP be altered as it relates to the objectives I am teaching and how the student is learning?	- Student progress data. - IEP.	- Chart student progress. - Goal attainment scaling.	Compare student progress with IEP goals.	IEPs accurately reflect student's current level of performance and programming needs.	- IEP not reflective of student program. - Student progress faster/slower than projected.
<u>5.2 Special Education Teacher</u>					
5.2.1 What curriculum would best meet the student's needs?	- Assessment data. - IEP. - LEA policy. - Curriculum alternatives. - Curriculum based content area examples. - Observation notes. - List student successes and failures with curriculum.	- Procure and review needed documents. - Written observation comments from classroom teacher. - Interview students, parents, and teachers.	Compare program recommendation with available curricula, instructional environments, and methods.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Teacher/student ratio does not meet student needs. - Lack of appropriate equipment and materials.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.2 Special Education Teacher</u>					
5.2.2 what curriculum modifications are needed?	- Assessment data. - IEP. - LEA policy. - Observations. - Check with classroom teacher to see student's reaction to materials. - Teaching methods. - List materials available.	- Procure and review needed documents. - Observation records. - Interview all of student's teachers. - Interview parents. - Interview students.	- Compare program recommendation with available curricula, instructional environments, and methods. - Medical follow-up.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments. - Skill level appropriate. - Function level appropriate.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Student failing in regular classroom. - Not scheduling or grouping with other students.
5.2.3 where and how should instruction take place?	- Assessment data. - IEP. - LEA policy.	Procure and review needed documents.	Compare program recommendation with available curricula, instructional environments, and methods.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments. - Least restrictive environment. - Efficient/effective use of support personnel. - Accessible for transportation.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs. - Student failing in mainstream classroom.
5.2.4 what instructional/therapeutic methods would best meet the student's needs?	- Assessment data. - IEP. - LEA policy. - Medical information.	Procure and review needed documents.	- Compare program recommendation with available curricula, instructional environments, and methods. - Review case history. - Medical follow-up.	- Curriculum and instruction is: - age-appropriate. - functional. - provided in natural environments.	- Age-inappropriate activities, materials. - No community-based instruction for MR students. - Activities not related to student's functional needs.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.2 Special Education Teacher</u> 5.2.5 Is the student making adequate progress toward the IEP objectives?	- IEP objectives. - Student progress data. - Informal assessments. - Timed scores. - Work completion records. - Work samples. - Check-off lists.	- Chart student progress. - Goal attainment scaling. - Evaluation by classroom teacher. - Teacher noted behavior. - Daily charting.	- Periodically compare current student performance with baseline and IEP objective and criteria for success. - Compare visual and auditory methods. - Pre/post testing.	Expected progress given student characteristics.	- No student progress on objectives. - Objective criteria set too high or low. - No student motivation toward subject. - No mainstream carry-over of skills learned by student. - Truancy rate. - No data to support progress or lack of progress. - Inconsistent progress. - Objective not age-appropriate. - Objective not functional. - Objective no longer in least restrictive environment.
5.2.6 Should the IEP be altered as it relates to the objectives I am teaching and how the student is learning?	- Periodic informal testing of student. - IEP. - Charting of student skills. - Samples of student work.	- Chart student progress. - Goal attainment scaling. - Conference notes with other staff and parents. - Classroom progress reports. - Interview regular teachers.	- Compare student progress with IEP goals. - Compare with previous IEP. - Compare attendance with progress toward IEP objectives.	- IEPs currently reflect student's current level of performance and programming needs. - Local norms.	- IEP not reflective of student program. - Student progress faster/slower than projected. - Student's self-esteem increasing or decreasing. - No input from mainstream teachers. - Truancy.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
5.3 Student Support Team					
5.3.1 Is the student making adequate progress?	- Student progress data from teachers/support staff. - Class norms. - IEP. - Curriculum-based measures.	- Track student progress. - Goal attainment scaling.	- Compare student progress with IEP goals and criteria for success. - Compare with norms. - Discuss progress with student.	- Criterion measures on IEP. - Local curriculum-based measures.	Little/no student progress.
5.3.2 Should the student's program be altered?	- Student progress data from instructional support staff. - IEP. - Report from classroom teacher. - Track student progress.	- Track student progress. - Goal attainment scaling. - Teacher comments on appropriateness.	- Compare student progress with IEP criteria and class norms. - Compare age and learning style.	- Criterion measures on IEP. - Criteria for attainment.	- Little/no student progress. - Student performing above SST expectations.
5.3.3 Should student be reassessed or differently assessed?	- Student progress data. - Teacher observation. - Work samples.	- Case manager observation. - Student observation. - Student work samples.	- Compare student progress data with observations. - Conference with student.	SST consensus on need for reassessment.	Teacher is suspect of assessment results as compared to student performance.
5.3.4 Should the student exit special education?	- Student progress data from instructional and support staff. - IEP. - Parent reports.	- Track student progress over specific time period. - Goal attainment scaling. - Student work samples.	- Compare student progress and performance with class norms. - Compare student progress against previous work. - IEP goals completed.	- Exit criteria. - Class norms relative to student ability. - Teacher judgment.	- Student performance within accepted levels of regular class performance. - Recommend exit based on meeting only one IEP goal.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.3 Student Support Team</u> 5.3.5 Should a referral be made for other services?	. Student progress. . IEP. . Listing of related, support and community services.	. Track student progress. . Compile available related services. . Review family and medical information.	. Compare student progress with IEP criteria, class norms, SST expectations, and current service delivery system. . Create a service delivery system to meet student needs.	. SST consensus on need for referral.	. Student making little or no progress in one or more areas of the current program. . No service delivery system available to meet student needs.
5.3.6 How and when should the periodic review be held?	. Periodic review schedules from case managers. . Report card intervals. . Progress reports. . Student attendance records.	. Ongoing record keeping. . Service provider reports. . Case manager's schedule of periodic reviews.	. Compare periodic review procedures with state requirements. . Minor changes on IEP.	. State rules.	. Noncompliance in periodic review timeline. . Low attendance at periodic review.
5.3.7 Who should attend the periodic review?	. Meeting attendance records. . Service providers as listed on IEP. . Case manager schedules and notices.	. Ongoing record keeping. . Samples of notice to service providers indicating time and place. . Meeting notes.	. Compare attendance records with total listing of service providers in IEP. . Review meeting notices and scheduling procedures.	. State rules. . Coop guidelines.	. Low attendance by service providers and LEA agents at periodic reviews. . Incomplete periodic review forms. . Periodic review results not sent to parents.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.4 Principal</u>					
5.4.1 Are legal requirements related to service delivery to special education students being met?	- Due process procedures. - Continuum of services. - Least restrictive environment practiced. - Effective staff/student ratios. - Effective curriculum with adaptations.	Schedule and attend periodic meetings with SED.	- Compare LEA's practices to state and federal requirements. - Compare to other LEAs and special education coop.	- Special Education Compliance Manual. - Coop guidelines. - Assurance of SED.	Noncompliance.
5.4.2 Are regular education staff members providing special students with adequate services, as specified on the IEP?	- IEPs. - Student progress data. - Staff perceptions. - Student perceptions.	- Conduct staff survey. - Track student progress on IEP goals.	- Classroom observation. - Compare student's progress with rest of class. - Survey teachers regarding support needs.	- Staff providing targeted services. - Student making adequate progress in mainstream environment. - Quarterly reports.	- Lack of student progress. - High level of teacher frustration. - Concerned parents. - Frustrated students.
5.4.3 Is there staff interaction on individual student?	- Evidence of staff discussion regarding programming and delivery. - Team discussions.	Ask staff for suggestions/recommendations.	- Compare student program/instructional delivery with student success. - Review staff utilization of information from special area persons.	- Staff satisfaction. - Judgments based on team consensus plus their experience.	- No discussion/complaints on student programs or type of service delivery. - No staff inservice when needed.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.4 Principal</u>					
5.4.4 Have regular education staff members received adequate training and technical assistance to mainstream special education students?	- Staff training records. - Staff survey. - Parent and student satisfaction.	- Create file of staff training experience. - Conduct needs assessment. - Interview parents and students.	- Compare staff training records to student's needs/requirements in regular class. - Analyze needs assessment.	- Regular education staff routinely include special education students in their classes. - Successful and appropriate inservice.	- High level of teacher frustration. - Regular staff resistance to special student placement in their classes. - Inadequate/no staff training. - No techniques offered to help handle special students.
<u>5.5 Special Education Director</u>					
5.5.1 Are special education students making adequate progress?	- Compiled student progress data. - LEA norms. - Teacher report test scores.	Track student progress, monthly LEA compilation by building, program, teacher.	- Compare student progress with individual student baseline data and LEA norms. - Review discharges from program.	LEA standards and criteria for student progress.	Little or no student progress.
5.5.2 Are IEPs being changed appropriately as stated in the periodic review?	- Compiled IEP data. - Evidence of team decision for changes. - Review IEPs.	- Review centralized IEP LEA records. - Chart growth.	- Random IEP reviews. - Quarterly IEP revisions and update for all students. - Staff reviews.	IEPs reflect current student functioning.	- IEP unchanged from year to year. - Delinquent periodic review or three-year assessment.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.5 Special Education Director</u>					
5.5.3 Are the appropriate array of services available within the LEA to meet current and anticipated student needs?	. Compiled student progress data. . Compiled student characteristic data. . Compiled data on services delivered.	. Review student tracking system, monthly LEA data compilation and charting. . Conduct monthly staff meeting to discuss particular student concerns.	. Compare student needs with available services. . Review LEA's commitment to providing full services.	. All services regulated by federal and state law in place, including: - continuum of educational services available (Levels One-Six and D/APE). - related services available--audio-logical, counseling, medical, psychological, social work, health service, occupational therapy, physical therapy, parent counseling, parent training, recreation, transportation.	. Continuum not available. . No D/APE provisions. . Unmet student needs. . Due process hearing.
5.5.4 Are appropriate staff available to deliver services to meet current and anticipated student needs?	. Staff credentials. . Compiled student characteristic data. . Compiled data on services delivered. . Characteristics of children in local infant and early childhood programs.	. Review student tracking system. . Review staff qualifications and experience. . Compile list of early childhood programs.	. Compare student needs (present and future) with existing staff. . Review attendance at staffings.	. Licensure requirements. . Student/staff ratios.	. Staff not available for low incidence handicaps. . Out-of-district placements.
5.5.5 Are appropriate numbers of students exiting special education?	. Compiled student characteristics. . Compiled data on number of students exiting.	. Review student tracking system. . Review discontinuance reports.	. Compare local special education exit statistics with local, state, national norms.	. Local, state, national norms.	. Over/under exit based on local, state, and national norms.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>5.5 Special Education Director</u>					
5.5.6 Are the appropriate numbers of students progressing through the levels of service?	Compiled data on individual number of students who are served at various levels.	Student tracking system between levels of service.	Compare numbers of students who move from level to level with those served only at one level.	Expected rates of service in least restrictive environment.	Students locked into one service level.
5.5.7 Are legal requirements for instructional delivery being met?	- Evidence of: - appropriate staff/student ratios. - yearly periodic review, including appropriate staff. - IEP reviews conducted yearly. - follow reviews conducted 12 months after student exits. - LRE doctrine practiced. - continuum of services available. - due process procedures followed.	- Application review. - TSES documentation. - Record review. - Staff interviews. - Review class lists. - Review cum folder.	- State monitoring process. - Internal monitoring. - Compare LEA practice with state and federal requirements.	Special Education Compliance Manual.	- Noncompliance citations. - Discrepancy between practice and requirements. - Continuum of services not available for all handicaps. - Large number of due process hearings.
<u>5.6 State Education Agency</u>					
5.6.1 Are legal requirements for instructional delivery being met?	- Evidence of: - appropriate staff/student ratios. - yearly periodic review, including appropriate staff. - IEP reviews conducted yearly. - follow-up reviews conducted 12 months after student exits. - LRE doctrine practiced. - continuum of services available.	- Application Review. - TSES documentation. - Record review. - Staff interviews.	- State monitoring process. - Internal monitoring.	Special Education Compliance Manual.	- Noncompliance citations. - Discrepancy between TSES practices and standards.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
5.6 State Education Agency	- due process procedures followed. - list of students by building receiving special education or related services whose parents are deaf or whose native language is other than English, and methods used to communicate with them. - list nonpublic schools which have handicapped pupils being served by your LEA. - list hospitals/treatment centers within which you provide special services. - list any programs offered to nonhandicapped three-year-olds by the LEA. - if the LEA is using Single Disability/Case Manager Service delivery plan or Multidisability Team teaching, list each team showing teachers' names, teachers' licenses and number of students assigned the team and their handicapping conditions. - if the LEA is using a Pupil Performance Plan approved by the State Board of Education identify: -- documentation of LEA-wide expectations for all pupils. -- documentation of system for measuring pupil performance.				

6.0 STAFF: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.1 Regular Education Teacher</u>					
6.1.1 What is my role and function on staff?	. Job description. . Teacher contract.	. Review LEA job descriptions.	. Compare job description to actual job performance.	. Job description measurable and reasonable with periodic revisions. . New staff provided with job description when hired. . LEA handbook.	. Job description unclear. . Job description too broad or restricted.
6.1.2 How might I best utilize my management aides/para-professionals?	. Current aide task assignments. . Aide job description. . Student objectives. . Class schedule. . Current teacher task assignments.	. Review teacher and aide time/event record. . Compile needed data.	. Review records noting amount of time spent on each task.	. Tasks and time appropriate for teacher aide as set by LEA policy and job descriptions.	. Too much teacher time spent with record keeping or tutoring. . Lack of student support. . Inconsistency of methods. . No follow through.
6.1.3 Am I communicating with and coordinating my program with all the students' service providers?	. Special class schedule. . Related service schedule by student. . Program goals for and related services.	. Compile needed data.	. Compare all service providers, student goals and objectives for similarity or overlap.	. Programs support, rather than duplicate each other.	. Uncoordinated duplication in programs. . Gaps in student's service program.

6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.2. Special Education Teacher</u>					
6.2.1 What is my role and function on staff?	. Job description. . Team member responsibilities. . Philosophy of programs. . List of unique responsibilities.	. Review LEA job descriptions. . Review responsibility assignments. . Interview regular education teachers as to their expectations of special education teachers.	. Compare job description to actual job performance. . Compare individual team member responsibilities to performance. . Observations by supervisors.	. Job description measurable and reasonable with periodic revisions. . New staff provided with job description when hired. . LEA handbook.	. Job description unclear. . Job description too broad or restricted. . No job description.
6.2.2 How might I best utilize my management aides/para-professionals?	. Current aide task assignments. . Aide job description. . Student objectives. . Class schedule. . Current teacher task assignments. . Current aide schedule.	. Review teacher and aide time/event record. . Compile needed data. . Performance review of aide.	. Review records noting amount of time spent on each task. . Aide self-evaluations.	. Tasks and time appropriate for teacher aide as set by LEA policy and job descriptions.	. Too much teacher time spent with recordkeeping or tutoring. . Aide unqualified to handle student. . Inappropriate use of aides.
6.2.3 Am I coordinating my program with all service providers?	. Special class schedule. . Related service schedule by student. . Program goals for and related services. . Schedules of all persons providing service to student.	. Compile needed data. . Have other agency providers attend meetings.	. Compare all service providers, student goals and objectives for similarity or overlap. . Compare progress on generalization of skills.	. Students mainstreamed as much as possible for academic and non-academic activities. . Student receiving maximum instruction time.	. All activities and instruction separate from regular education classes. . Students becoming isolates. . No progress toward objectives. . Schedule prevents student from getting maximum instruction. . Students pulled from mainstream before modifications made.

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6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.2 Special Education Teacher</u>					
6.2.4 Am I coordinating my program with regular education teachers?	- Special class schedule. - Comparable mainstream classroom schedule. - PE, lunch schedules. - Number of mainstreamed students, amount, and type of mainstream activity. - IEP objectives. - Conference with classroom teachers.	- Compile needed data. - Review IEP objectives. - Compile mainstream materials.	- Compare schedules. - Review number, type, and duration of mainstream placement. - Examine IEP for joint objectives. - Compare how student is doing socially and academically in classroom.	- Students mainstreamed as much as possible for academic and non-academic activities. - Student receiving maximum instruction time.	- All activities and instruction separate from regular education classes. - Students becoming isolates. - No progress toward objectives. - Schedule prevents student from getting maximum instruction. - Students pulled from mainstream before modifications made.
6.2.5 Do I provide technical assistance to regular teachers when needed?	- Number, type, and duration of teacher consultation. - Regular teacher consultation needs. - Informal log.	- Keep and review consultation log or Time/Event record. - Conduct needs assessment. - Chart assistance given.	- Collect information and compare with job description. - Examine needs assessment data.	- Regular education teachers provide adequate amount and type of consultation and follow-ups. - Satisfied regular teachers. - Satisfied special education teachers.	- Regular education teachers provide no technical assistance. - Uncooperative regular education teachers. - Lack of money for materials for regular education teachers.
<u>6.3 Student Support Team</u>					
6.3.1 Who is responsible for what part of each student's program?	IEP.	Compile staff assignment lists.	Review IEP, noting staff service assignments.	- State licensure requirements. - Student/staff ratio requirements. - LEA guidelines. - Grouping students.	Appropriate personnel unavailable.

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6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.3 Student Support Team</u>					
6.3.2 Who is responsible for monitoring which students?	. IEP. . Case manager.	. Compile case manager assignment lists.	. Review staff lists, noting monitoring assignments.	. Student/staff ratio requirements. . LEA or coop guidelines.	. Students lost in shuffle due to large caseloads. . No tracking of transient students.
6.3.3 What is my role on the student support team?	. Job description. . SST manual/LEA policy.	. Review LEA policies and job descriptions.	. Review manual for roles and responsibilities.	. SST provided with manual and updates. . Manual standards. . LEA guidelines.	. Manuals not available. . Staff unsure of roles. . Confusion at SST meeting over roles.
6.3.4 Are all the appropriate persons full and active participants on the SST?	. Meeting attendance. . Meeting minutes.	. Compile needed data.	. Compare SST meeting attendance with SST membership recommendations.	. Special Education Compliance Manual.	. Noncompliance. . Parents not active members. . Low meeting attendance. . Poor meeting time.
6.3.5 Who leads the SST meeting?	. SST manual/LEA policy. . Coop guidelines. . Record who leads meetings.	. Review policy/manual.	. Review policy/manual.	. One or more members assigned formal leadership role, may be a floating position. All leaders familiar with group leadership and process techniques. . LEA recommendations.	. No one assumes leadership role. . Leader habitually absent. . No policy at building level. . No incentives for leadership. . Conflict between leader and group.

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6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.4 Principal</u>					
6.4.1 Are the special education teachers and aides fully integrated with building staff?	- Staff interaction practices. - Classroom locations. - Aide attendance at inservice.	- Conduct informal time sampling of staff lounge interactions. - Observe teacher interactions. - Chart classroom locations and assignments. - Note attendance at inservice meetings.	Compare interaction of regular staff/regular education staff; special education staff/special education staff with regular education staff/special education staff.	- Regular and special education staff interaction ratio similar to regular/regular and to special/special staff interaction ratios. - Classroom locations facilitate interactions.	- Regular and special education function in isolation. - No activities planned to encourage interaction.
6.4.2 Are the needs of all students in my building being adequately met by existing staff?	- IEPs. - List of student service needs. - List of personnel assignments. - Benchmark tests. - Mid-quarter warning slips.	- Compile student needs data and IEP. - Compile personnel assignments. - Compile parent feelings and input.	- Student needs compared with building staff expertise. - Analysis of teacher interview comments. - Analysis of aggregate student progress reports.	All student needs met by available personnel.	- Unmet student needs. - The reassessment of service needs.
6.4.3 Are all staff appropriately licensed for the positions they hold?	- Staff licensure. - Staff assignments.	Compile license data.	Compare staff assignment with licensure.	State licensure requirements.	Staff without proper licensure serving children.
6.4.4 Are my teachers doing a good job?	- Student progress. - Parent/student satisfaction. - Teacher performance. - Parent survey.	- Compile caseload data and student progress data. - Survey parent/student. - Observe teacher classroom instruction. - Written performance records.	Teacher performance compared with LEA teacher performance standard.	- LEA teacher evaluation standards. - Coop teacher evaluation standards.	- Staff performing below standard in any area. - Conflict between staff. - Low student progress. - Parent concerns.

6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
6.4.5 Do my teachers have enough time during the working day to do all they have to do?	- Teacher schedules including meetings. - Teacher to student ratios.	- Compile complete schedules of staff. - Time/task log.	Compare schedules and caseload with allowed preparation time and actual time spent in meetings.	- Optimal use of teacher time and talent. - Schedule staff meetings, team meetings, and inservice meetings on a regular basis.	Teachers say they have no time to plan their teaching.
<u>6.5 Special Education Director</u>					
6.5.1 Are the student's needs being met by current staff? 4	- Compiled IEP data, personnel assignments and licensure. - Unduplicated child count.	- Periodically compile and update student and staff data. - Review needs with related and support services staff.	- Student needs compared with staff qualifications. - Compare staff assignments with unduplicated child count.	- State licensure requirements. - Student needs being met.	- Unmet student needs. - Uncertified staff in need areas.
6.5.2 Have staff roles/responsibilities been established and shared with staff?	- Staff meeting minutes. - Staff manuals. - Survey staff.	Compile staff handouts and meeting minutes.	Review manual and meeting notes.	100% dissemination of staff roles and responsibility information. - Monitor performance.	- Staff performance contrary to set roles. - Staff unaware of roles. - Unmet student needs.
6.5.3 How do I determine staffing needs?	- LEA staffing policy. - Student needs. - Staff/student ratio. - Child count.	- Compile LEA profile of student needs/characteristics. - Review LEA staffing policy.	Examine student needs; compare with LEA staffing policy.	All student needs are met with LEA budget and staffing parameters.	- Unmet student needs. - Overworked staff. - Staff complaints.

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6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.5 Special Education Director</u>					
6.5.4 Are all staff properly licensed?	Staff assignments and licensure.	- Compile staff data. - Recruitment policy.	Compare staff assignments to licensure.	Staff fully licensed for assignment.	- Unlicensed staff. - Inconsistent recruitment policy.
6.5.5 What are the LEA's staffing procedures?	- LEA staffing policies. - Job descriptions.	- Compile needed information. - Review staffing policies/job descriptions.	Review staffing policies/job descriptions.	- Policies in place. - Detailed job descriptions for every position.	- No policies, vague policies. - No job descriptions, unclear job descriptions.
6.5.6 Is my staffing pattern effective?	- Staff/student ratio by class and program. - Student progress data by class and program.	Compile needed student data.	Compare different student/staff ratios with student progress data.	- Student progress within expected LEA range. - State student/staff ratio.	- Student/staff ratio exceeds state limit. - Student progress data lower than expected. - High teacher/student frustration.
6.5.7 Are volunteers and aides being used effectively?	- Volunteer/aide task and time assignments. - Volunteer/aides interests and talents.	- Keep time/task log. - Conduct survey. - Observe volunteers' and aides' activities.	- Examine task assignment, time on delegated tasks. - Compare staff assignments with interests and talents. - Teacher evaluation.	Optimal use of staff time and talent.	- Staff being under-utilized. - Inadequate supervision of aides/volunteers.

6.0 STAFF: Improvement (continued)

6. Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.5 Special Education Director</u>					
6.5.8 Are my teachers doing a good job?	- Student progress data. - Parent/student satisfaction. - Teacher performance. - Clinical supervision.	- Compile student progress data. - Conduct parent/student survey. - Observe teacher performance. - Survey SST.	- Teacher performance compared with LEA standards. - Compare survey results.	LEA teacher performance standards.	Peer performance ratings on appraisal.
6.5.9 Who is the supervisor of special education staff?	- Organizational chart. - Staff satisfaction.	Conduct staff satisfaction survey.	- Compare survey results with actual practice. - Measure objectives.	- LEA organizational standards. - LEA department standards.	Staff unaware of supervision.
6.5.10 Are there clear lines of authority and responsibility?	- Organizational chart. - Staff satisfaction. - Internal management planning.	- Conduct staff satisfaction survey. - Survey LEA administrators.	- Compare survey results with actual staff understanding. - Measure against individual objectives and annual department directives.	LEA responsibility standards.	- Staff unaware of their authority and responsibility. - Noncompliance.
6.5.11 Are federally-funded coop staff treated differently?	- Staff perceptions and opinions. - Job descriptions.	- Conduct staff satisfaction survey. - Review job description and staff benefits.	- Compare survey results with actual practice. - Compare job description and benefits.	LEA fair practice standards.	Staff complaints.

6.0 STAFF: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>6.5 Special Education Director</u>					
6.5.12 Am I doing a good job?	- Student progress. - Teacher performance. - Teacher/parent satisfaction. - LEA monitoring performance.	- Compile teacher data. - Compile student data. - Conduct survey. - Review state monitoring report.	- Director of special education performance compared with LEA board of education standards. - Measure against individual objectives and annual special education department directives.	LEA or board of education performance standards.	- Teacher/parent dissatisfaction. - Low student progress. - Poor performance ratings on appraisal. - Noncompliance.
6.5.13 Are legal requirements for staff being met?	Evidence of appropriate licensure of all personnel.	Compile list of staff and qualifications, licensure.	Compare list against requirements.	Special Education Compliance Manual.	Noncompliance citation.
<u>6.6 State Education Agency</u>					
6.6.1 Are legal requirements for staffing being met?	- Evidence of appropriate licensure of all personnel. - Class lists of all special education teachers: - teacher's name and license. - location of class. - student's first and last name and disabilities. - Building assignments and weekly schedules of itinerant staff. - Hourly or period schedules by building for special education teachers and aides. - Contracts or employment agreements and licensure for staff employed with state and federal funds.	- Review application. - TSES documentation. - Review job descriptions. - Staff interviews.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.

7.0 PHYSICAL PLANT: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>7.1 Regular Education Teacher</u>					
7.1.1 Is my classroom space adequate?	- Class size and needs (including adaptive equipment needs). - Classroom size.	- Compile needed information. - Observe class.	Compare students/teacher instructional space needs with existing space.	Physical space allows for easy movement, grouping, and instruction.	- Inadequate space. - Children unable to attend to instruction due to physical plant limitations. - Too much noise or interference.
7.1.2 Is my classroom accessible?	- Handicapping conditions. - Accessibility of classroom.	Observe students.	Compare student ability with physical conditions in classroom.	- Least restrictive environment rules. - Accessibility rules.	Students placed according to existing facilities.
7.1.3 Is there enough privacy in my classroom?	- Classroom design. - Handicapping conditions of students.	- Observe class. - Describe students.	Compare space purpose/function with handicapping conditions of students.	- Testing conditions. - Activity space requirements. - Noise level for optimum learning.	- Complaints regarding testing conditions. - Complaints regarding noise level and space.
<u>7.2 Special Education Teacher</u>					
7.2.1 Is my classroom space adequate and does it conform to public health standards and safety?	- Class size and needs (including adaptive equipment needs). - Classroom size. - Lighting. - Ventilation. - Janitorial services.	- Compile needed information. - Observe class. - Survey teachers.	- Compare students/teacher instructional space needs with existing space. - Nondiscrimination between regular education and special education.	- Physical space allows for easy movement, grouping, and instruction. - Public health and safety standards.	- Inadequate space. - Children unable to attend to instruction due to physical plant limitations. - Too much noise or interference. - Student complaints.

7.0 PHYSICAL PLANT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>7.2 Special Education Teacher</u> 7.2.2 Is my classroom accessible?	- Handicapping conditions. - Accessibility of classroom and bathrooms.	- Observe students. - Observe physical plant.	Develop nondiscriminatory and comparable settings for handicapped and nonhandicapped.	- Least restrictive environment rules. - Accessibility rules. - Health and safety. - Conducive working conditions.	- Students placed according to existing facilities. - Uncomparable facilities for handicapped and nonhandicapped students. - Staff carrying students.
7.2.3 Are the furniture and the bulletin boards age-appropriate?	- Content of bulletin boards. - Type of furniture in classroom: - file cabinet with lock. - shelving. - table and chairs. - Observation.	- Observe class. - Teacher, parent, and student input.	Compare bulletin boards and furniture with comparable peer classroom.	Furniture and bulletin boards age-appropriate.	- Preschool bulletin boards for junior/senior TMH students. - Furnishings not equal to those of non-handicapped. - Poor condition of furniture. - Useless bulletin boards. - Desks, chairs, tables not appropriate size for student.
7.2.4 How do I incorporate multiple community settings as instructional sites in addition to the classroom?	- Instructional sites used by each special education teacher. - Listing of community resources. - Transportation.	- Observe class. - Review teacher lesson plans. - IEP annual goal and objective review.	- Compare current practice with best practice. - IEP goal results.	Best Practice -- skills are taught in natural environments; i.e., the actual environments in which skills will be used.	- Instruction of community living skills, domestic skills in simulated classroom environment. - Lack of scheduled time. - Lack of transportation. - Lack of adequate equipment. - Instruction taking place by passive rather than active involvement.

7.0 PHYSICAL PLANT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>7.2 Special Education Teacher</u> 7.2.5 Is there enough privacy in my classroom?	. Classroom design. . Handicapping conditions of students.	. Observe class. . Describe students. . IEP goals. . Interview teachers/students and parents.	. Compare space purpose/function with handicapping conditions of student. . Compare teacher's work space with teacher's preferences.	. Testing conditions. . Activity space requirements. . Noise level for optimum learning. . Privacy rights for living skills; ex., bathroom. . Visual distractions limited. . Materials organized to promote independence.	. Student participation limited due to physical plant structures.
<u>7.3 Student Support Team</u> 7.3.1 Does the student have any special needs that require physical plant adaptations?	. Physical, emotional, or communicative handicaps of student. . Document problems.	. Review student assessment data. . Observe student. . Referrals by teacher. . Medical records.	. Compare assessment data and observation data with proposed instructional setting. . Parent satisfaction.	. Physical plant accommodates student needs.	. Student participation limited due to physical plant structures. . Parent dissatisfaction.
<u>7.4 Principal</u> 7.4.1 Is my building handicapped accessible?	. School building plan, including entrance specifications, elevators, washrooms, and door widths.	. Inspect building. . Compile floor plans. . Record complaints. . Parent input.	. Compare accessibility with federal standards.	. Section 504 standards. . Special Education Compliance Manual.	. Entire building not accessible to all handicapped students.
7.4.2 Is space adequate?	. Class size and needs (adaptive equipment, etc.). . Classroom size. . Report teacher caseload.	. Observe class. . Documented complaints.	. Compare student/teacher instructional space needs with existing space.	. Physical space allows for easy movement, grouping, and instruction.	. Inadequate space. . Children unable to attend to instruction due to physical plant limitations.

7.0 PHYSICAL PLANT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>7.4 Principal</u>					
7.4.3 Is lighting, temperature, and ventilation adequate?	. Building plans. . Teacher complaints. . Parent complaints. . Student complaints.	. Observe class. . Record complaints. . Conduct survey. . Air flow test. . Light meter reading. . Review custodial maintenance report.	. Periodic review of ventilation, lighting, and thermostat systems. . Compare results of tests.	. Lighting, temperature, and ventilation satisfactory to staff and students and health and safety guidelines.	. Frequent staff/student headaches/illnesses. . Frequent complaints.
7.4.4 Are special education classrooms integrated in with regular?	. Building plans. . Review classroom setting and placements.	. Observe classes and building.	. Compare classroom arrangement with current LRE best practice.	. Students educated in the least restrictive environment, in integrated, age-appropriate schools, alongside classes of non-handicapped students.	. Special education classes in separate wings or mobile units. . Teachers unwilling to mainstream, over-protective syndrome.
<u>7.5 Special Education Director</u>					
7.5.1 Are all buildings handicapped accessible?	. School building plans, including entrance specifications, elevators, washrooms, and door widths. . Information from department of buildings and grounds.	. Inspect buildings. . Compile building plans.	. Compare accessibility with federal standards.	. Section 504. . Special Education Compliance Manual.	. Buildings not accessible to all handicapped students.

7.0 PHYSICAL PLANT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>7.5 Special Education Director</u>					
7.5.2 Do LEA policies permit instruction in community sites?	- LEA instructional policies. - School board policies. - Plans developed by staff.	Compile LEA policies.	Examine instructional policy for community instruction guidelines.	- Policy permits and encourages instruction in community sites. - Policy has been shared with all staff. - LEA practice reflects that policy. - Directive statements from school board.	No or vague LEA policy regarding instruction in community settings.
7.5.3 Are all special education classes located in age-appropriate, regular schools?	Class lists and building locations.	- Compile building and class lists annually. - Examine program options.	Examine class/building placements for integration.	Special education classes located in age-appropriate regular schools.	- Special education classes in segregated settings. - Special education classes in all elementary schools, regardless of student age.
7.5.4 Does the number of handicapped students within each school approximate the natural proportion of handicapped students in the community?	- Total school population by building. - Population of handicapped by building and disability. - Total school-age population. - Total handicapped population. - Child count by building.	Compile building populations and total.	Compare current school handicapped/non-handicapped proportion with the natural proportion in community.	Proportions match.	- Schools with no handicapped classes. - Schools with greater proportion than exist naturally.

7.0 PHYSICAL PLANT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>7.6 State Education Agency</u>					
7.6.1 Do schools meet local, state, and federal building standards and codes?	- Building codes. - LEA building inspection.	Compile inspection data.	Compare building inspection results with local, state, and federal codes.	State, local, and federal building codes.	buildings not up to code.
7.6.2 Are 504 provisions being met?	- Evidence that facilities: - are equivalent to those in regular education program. - provide atmosphere of learning. - meet student's special needs. - List of buildings to which people in wheel chairs are being bused.	- TSES documentation. - Observation of instructional areas.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.

8.0 PARENT INVOLVEMENT/DUE PROCESS: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>8.1 Regular Education Teacher</u>					
8.1.1 How and how often do I communicate with the parents of my students regarding progress and problems?	- Number of parent contacts. - Frequency of contacts. - Content of contacts. - Method of contacts.	Keep teacher/parent communication log.	- Periodically examine communication log. - Parent questionnaires.	LEA parent communication policy.	- Parent contact limited only to periodic reviews and IEP meetings. - Parent conflict with school.
8.1.2 How do I monitor instructional objectives being carried out at home?	- List of objectives to be worked on at home. - Monitoring work procedure.	- Compile list of home objectives by parent. - Record parent contact and objective monitoring. - Daily notebook with parent signature.	- Review monitoring procedures. - Verbal communication between parent, teacher, and student.	- All home or joint school/home objectives monitored systematically and regularly. - Monitoring system periodically reviewed and revised.	- Little or no follow-up with home on objectives. - No improvement with objectives at home.
<u>8.2 Special Education Teacher</u>					
8.2.1 How and how often do I communicate with the parents of my students regarding progress and problems?	- Number of parent contacts. - Frequency of contacts. - Content of contacts. - Method of contacts. - Log of contacts.	- Keep teacher/parent communication log. - Assignment books signed by parents. - Parent interview.	- Periodically examine communication log. - Parent questionnaires. - Compare number and quality of contacts with parent satisfaction.	- LEA parent communication policy. - Follow due process.	- Parents not signing required documents. - Parent not responding to any type of communication. - Parent contact limited only to periodic reviews and IEP meetings. - Parent conflict with school.

8.0 PARENT INVOLVEMENT/DUE PROCESS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>8.2 Special Education Teacher</u>					
8.2.2 How do I monitor instructional objectives being carried out at home?	- List of objectives to be worked on at home. - Monitoring work procedure.	- Compile list of home objectives by parent. - Record parent contact and objective monitoring. - Daily notebook with parent signature. - Home/school tape recorders. - Home/school folders.	- Review monitoring procedures. - Verbal communication	- All home or joint school/home objectives monitored systematically and regularly. - Monitoring system periodically reviewed and revised.	- Little or no follow-up with home on objectives. - No improvement with objectives at home.
<u>8.3 Student Support Team</u>					
8.3.1 Are parents active members of the SST?	- SST meeting attendance. - Note parent participation.	Compile attendance data from SST meetings by student-age level.	- Compute average attendance figure. - Solicit comments from parents.	- Document notice to parents. - Regular parent attendance. - Notify parents of meetings and encourage them to come.	- No parent attendance. - Parent comments not taken seriously by other SST members.
8.3.2 How are parents involved in the assessment process?	Assessment procedures and instruments.	Review assessment procedures and instruments.	Examine assessment procedures and instruments for parental permission and participation.	Parent informed of and involved in assessment in some way.	- Parent not informed of assessment procedures. - Parent not involved in assessment of student.

8.0 PARENT INVOLVEMENT/DUE PROCESS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>8.3 Student Support Team</u>					
8.3.3 How are parental concerns incorporated into the IEP?	- IEP objectives. - Parent concerns. - Interview parents. - Review IEP meeting minutes.	- Review IEPs, SST meeting minutes. - Survey parents.	- Examine IEP for home or joint home/school objectives. - Compare parent concerns with final goals and objectives.	Major parent concerns are addressed on IEP.	- Parent concerns not solicited. - Parent concerns not addressed.
<u>8.4 Principal</u>					
8.4.1 What is the school's parent visitation policy?	School policies.	- Review LEA policies. - Review school guidelines. - Survey parents on their perceptions of visitation policy.	Examine policies for parent visitation policy.	- Open visitation policy for parents. - Solicit parents to visit and participate.	- No policy. - Policy restricts parent visitation. - No visitation guidelines. - Parent complaints.
8.4.2 Are due process procedures being followed?	- Due process forms. - Due process procedures.	Review due process complaints from parents.	Examine due process procedures and school practice.	- Federal regulations - State rules.	- Numerous parent complaints. - Lost conciliation matters.
<u>8.5 Special Education Director</u>					
8.5.1 What is the LEA policy for parent involvement and education?	LEA policy.	Review LEA policies.	Examine policies for parent involvement and education.	Parent education and involvement policies in place and developed with parental input.	No LEA policy for parent involvement and education.

8.0 PARENT INVOLVEMENT/DUE PROCESS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>9.5 Special Education Director</u> 8.5.2 What parent education needs and opportunities relative to the handicapped exist in the LEA?	- Area parent education opportunities. - Area parent education needs. - List LEA opportunities for parent involvement.	- Collect and compile information about parent seminars and educational activities from LEA and other regional or local agencies. - Survey parents or review other agency parent needs assessment data.	- Compare parent education opportunities with educational needs. - Compare list of opportunities with educational needs.	Parent education needs being met by school or other local agency.	- No LEA parent education. - Parent education needs unmet. - LEA unaware of area parent education and resources.
8.5.3 What provisions are made for teacher home visits and instruction?	- LEA policy. - Teacher/aide schedules.	- Review LEA policy. - Collect staff schedule.	Examine policies for home visit/instruction.	- Staff permitted flexible hours to encourage home visits. - Policy in place for home visits.	- No policy on home visits. - Scheduling constraints discourage home visit. - Unwilling parents.
8.5.4 How is parental input and program evaluation collected and used?	Program evaluation procedures.	- Review program evaluation procedures and policy. - Survey schools.	- Examine records for evidence of parent input. - Interview selected parents.	Parent satisfaction and needs assessment part of total program evaluation.	No parental input into LEA special education evaluation.

8.0 PARENT INVOLVEMENT/DUE PROCESS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>8.6 State Education Agency</u> 8.6.1 Are parents' due process rights being protected according to state and federal regulations?	. Due process procedures. . Parent notification documentation. . Documentation that parent rights have been shared. . Parent signature on IEP and periodic review. . List persons who may serve as hearing officers; include qualifications. . List students by building who have required conciliation conference. . Copies of notices printed in other languages. . List of all students needing surrogate parents and names and addresses of surrogate parents. . If surrogate parents were appointed: - log efforts to find student's parents. - identify training information available to surrogate parents. - identify notice to surrogate parents regarding removal as surrogate parent. - identify board minutes regarding any hearings related to the removal of surrogate parents. . Copy of school LEA's policy regarding private and confidential data collected by LEA. . List of parents who challenged accuracy of pupils' records and list of those for whom hearings were held. . Copy of format used to record persons obtaining access to educational records. . Copy of form used to obtain consent to release private data. . Copy of annual public notice, including notice in primary language if other than English, regarding parent's right to inspect and review educational records indicating location of LEA policies and parent's right to file complaints regarding the accuracy of educational data. . Copy of the statement of procedural safeguards for parental rights.	. TSES documentation. . Record review. . Staff interviews. . Parent interviews.	. State monitoring. . Internal monitoring.	. Special Education Compliance Manual.	. Noncompliance.

9.0 PERSONNEL DEVELOPMENT: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>9.1 Regular Education Teacher</u>					
9.1.1 What do I do to keep current in my teaching area?	- Magazine subscriptions. - Conference attendance. - Books read. - Professional memberships. - Workshops. - College coursework. - Courses and books summarized for continuing education.	Keep professional growth record.	- Review professional growth with supervisor; compare with LEA policy. - Discuss professional growth plan of each teacher. - Cooperation with LEA to try new methods.	Personal and professional standards set by individual staff and LEA.	No professional growth activities during one calendar year.
9.1.2 Where do I go to get advice on particular instructional or behavior management problems?	- Consultation requests. - Available resources. - Coop personnel. - School administration. - Site visits.	- Keep consultation record. - Compile list of resources.	Review list of potential resources; compare with current resource use.	- A wide array of professional resources available and tapped. - Other teachers or administrators. - LEA handbook.	- No consultation resources available. - Staff unaware of available resources. - No follow-through from staff consultants.
9.1.3 How do I contribute to the development of the LEA staff development plan?	- LEA staff development plans. - LEA master contract.	- Review staff development plan. - Professional reading. - Sharing of ideas among staff.	Examine staff development plan for contributions from staff.	- Staff development plan in place. - Staff actively involved in developing plan. - Continuing education guidelines.	- No staff development plan. - No staff input into LEA plan. - No inservice. - No follow-through by staff on development plan.

9.0 PERSONNEL DEVELOPMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>9.2 Special Education Teacher</u> 9.2.1 What do I do to keep current in my teaching area?	- Magazine subscriptions. - Conference attendance. - Log books and articles read. - Professional memberships. - Workshops. - College coursework.	- Keep professional growth record of continuing education activities. - Volunteer work in field-related areas.	- Observation by principal. - Review professional growth with supervisor; compare with LEA policy. - Discuss professional growth plan of each teacher. - Cooperation with LEA to try new methods.	- Personal and professional standards set by individual staff and LEA. - Renewal unit record keeping sheets.	- No professional growth activities during one calendar year. - No classes offered in area and/or location.
9.2.2 Where do I go to get advice on particular instructional or behavior management problems?	- Consultation requests. - Available resources. - Coop personnel. - School administration. - Site visits.	- Keep consultation record. - Compile list of resources.	Review list of potential resources; compare with current resource use.	- A wide array of professional resources available and tapped. - Other teachers or administrators. - Library resources.	- No consultation resources available. - Staff unaware of available resources. - Irrelevant staff inservice.
9.2.3 How do I contribute to the development of the LEA staff development plan?	- LEA staff development plans. - LEA master contract.	- Review staff development plan. - Professional reading. - Sharing of ideas among professional staff. - Needs assignment. - PER report.	Examine staff development plan for contributions from staff.	- Staff development plan in place. - Staff actively involved in developing plan. - Continuing education guidelines.	- No staff development plan. - No staff input into LEA plan. - No inservice. - No follow-through by staff on development plan.

2.0 PERSONNEL DEVELOPMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>9.3 Student Support Team</u> Not active at this point in personnel development process.					
<u>9.4 Principal</u> 9.4.1 Are the building policies for staff release for professional activities compatible with the special education policies?					
	- Building staff release policy. - Special education staff release policy. - Teacher requests.	Review policies.	- Compare policies for discrepancies. - Compare time allowed for special education and regular education.	- Building staff release policies compatible with special education release policies. - Building policies encourage professional activities. - Staff released, based on program needs.	- Restrictive building staff release policy. - No building staff release policy.
9.4.2 How are building inservice activities planned and implemented?					
	- Building inservice procedures. - Inservice plans, schedules, agendas, and evaluations.	- Compile procedures, agendas, and evaluations. - Staff input on inservice activities.	- Examine procedures for methods of determining workshop needs, implementation, attendance, and evaluation. - Analyze results of staff survey.	- Building inservices based on staff need and results of previous inservices. - Building policies encourage professional activities.	- No systematic method for determining inservice needs. - No inservice activities. - Inservice complaints.
<u>9.5 Special Education Director</u> 9.5.1 What are the LEA's staff development policies (including release time, reimbursement, and types of acceptable activities)?					
	- LEA staff development policy and procedures. - Minutes from comp meeting on CSPD.	Review policies and procedures.	Examine policies and procedures for release time, reimbursement, and types of acceptable activities.	- Policy/procedures encourage maximum staff development and offer adequate staff development opportunities. - Coop plan.	- No policy. - Restricting policies/procedures that discourage staff development.

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9.0 PERSONNEL DEVELOPMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>9.5 Special Education Director</u> 9.5.2 What is the LEA's annual staff development plan?	- LEA staff development plan. - CSPD plan.	Review plan.	Examine plan for comprehensiveness, input procedures, and evaluation activities.	- Systematic input from staff. - Goals and objectives set for inservices.	- No staff development plan. - Random, piecemeal staff development activities.
9.5.3 How is the staff development plan developed?	LEA staff development plan and procedures.	Review planning procedures.	Examine staff development planning procedures.	Staff development plan includes staff needs assessment, established goals and objectives, dissemination plan, and evaluation.	- No systematic staff input. - No goals or objectives. - No evaluation. - Low attendance at workshops, conferences.
9.5.4 Are LEA staff development plans in compliance with state and federal regulations?	- Compiled LEA staff development plans. - State and federal regulations.	- TSES documentation. - Written CSPD plan. - Needs assessment review. - Incentives listing. - Program evaluation documentation. - Records review.	- State monitoring. - Internal monitoring.	Special Education Compliance Manual.	Noncompliance citations.

9.0 PERSONNEL DEVELOPMENT: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>9.6 State Education Agency</u>					
9.6.1. Are legal requirements being met for a comprehensive system of personnel development (CSPD)?	- Annual written plan for CSPD: - list of staff who planned events. - priority need areas. - priority need groups. - evidence of incentives. - evidence needs were addressed. - evaluation of training events. - evidence that research reports, innovative practices, materials have been disseminated. - Training announcements to staff regarding State of Minnesota data privacy policies and procedures.	- Review CSPD plan. - Review attendance from data privacy training sessions.	- Internal monitoring. - External monitoring.	- Special Education Compliance Manual. - State rules. - Federal regulations.	- Noncompliance citation. - Staff complaints.

10.0 INTERAGENCY COOPERATION: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>10.1 Regular Education Teacher</u>					
10.1.1 Refers to special education teaching in planning this area. Regular education teachers may refer to the same questions.					
<u>10.2 Special Education Teacher</u>					
10.2.1 What other agencies serve my students?	. School records. . Agencies serving each child. . Type of service being provided. . Information policy on release of information. . Listing of private agencies available to parents.	. Contact parents/guardians for information. . Examine school records. . Outline procedures/format for consistent contact. . Parent questionnaire.	. Examine information to determine agency involvement.	. Teacher aware of all agencies serving students. . LEA handbook policy on county involvement with school.	. Teacher unaware of agencies providing service. . Unaware of LEA policy.
10.2.2 How do my classroom activities support or reinforce training or therapy provided from other agencies?	. Service plans from all agencies serving students. . Team meetings. . Goal setting. . Timeline on therapy.	. Contact agencies. . Examine school records.	. Compare agency service plan with IEP, curriculum, and methods used for students receiving joint services.	. Coordinated reinforcement of goals.	. Working on same goals with no coordination. . Teacher unaware of agency service plan. . Working on opposing goals. . No documented goals.
10.2.3 Have the other agencies serving my students been sent copies of their IEPs?	. Record of communication that IEP was sent. . Note file.	. Collect copies of letters. . Keep communication log/checklist. . Log per data privacy requirements.	. Document shared IEPs. . Note what agencies have copies and follow-through on progress.	. IEPs shared with all relevant agencies. . Documented effort to coordinate IEP goals.	. No communication between school and other agencies. . No record of IEP being sent. . Breach of data privacy.

10.0 INTERAGENCY COOPERATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>10.2 Special Education Teacher</u>					
10.2.4 (For students reaching graduation age) How will transition between school and adult placement be made?	- Information about adult service agencies. - Parent/student wishes and rules.	- Contact parents/adult service providers. - Set up joint planning meeting. - Examine LEA transition policies. - Assessment center referral.	- Document meetings and plans. - Long term follow-up of progress.	- Transition plans drafted two years prior to graduation. - LEA listing of available adult service agencies.	- No transition planning. - No contact with service providers. - No agencies available to meet student needs. - Parents not involved.
<u>10.3 Student Support Team</u>					
10.3.1 Have other service provider agencies been invited to attend the IEP and periodic review meetings?	- Meeting attendance records. - Meeting announcements. - Review meeting summaries.	Compile meeting records.	- Examine meeting records for attendance. - Document invitations of agencies to representatives of IEP and periodic review meetings.	All agencies serving student invited to meetings.	- Agencies not invited to meetings. - Agencies do not attend meetings.
10.3.2 Have joint plans been written where appropriate?	- IEPs. - Agency service plans.	Compile IEPs/agency service plans.	Examine IEPs, service plans.	Joint plans written for common service goals.	- No cooperative planning. - More than one current IEP on a student.
10.3.3 Do the IEPs of students reaching graduation reflect transition to adult service placement?	- IEPs. - Assessment center referrals.	Compile IEPs and referral data.	Examine IEPs, noting transition goals.	- Transition goals on IEPs of students two years prior to graduation. - In junior year meet with vocational rehabilitation counselor, parents, and principal.	- No transition goals on IEP. - Students making no plans. - Parents not involved.

10.0 INTERAGENCY COOPERATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>10.4 Principal</u>					
10.4.1 What is my building's visitation policy?	LEA/building policy.	Review policy.	- Examine policy for openness to other agencies. - Examine flexibility in visitation hours.	Policy encourages open agency visitation.	- Restrictive visitation policy. - Visitors not stopping in school offices.
10.4.2 How do I use inter-agency resources to expand my building services?	- Direct services provided to building students by other agencies. - Consultative services provided to staff. - List of community services. - Building service needs.	- Collect IEPs. - Keep consultation records/logs. - Compile agency list from directories. - Conduct needs assessment.	Compare existing agency services to school needs and current agency utilization.	Agencies contacted whenever possible to help meet identified school needs.	Schools working in isolation from community agencies.
<u>10.5 Special Education Director</u>					
10.5.1 How are formal interagency agreements developed between the LEA and other service agencies?	- Existing interagency agreements with public health, social services, probation, etc. - Interagency policy. - Interagency agreement activities/procedures.	Compile and review appropriate documents.	- Examine interagency policy and agreements for specific procedures. - Compare interagency policy and procedures to actual current practice.	- Agreements reached between agencies regarding responsibilities, reimbursements, and monitoring. - Policies and procedures are translated into practice.	- Duplication of services. - Interagency policies exist, but not used. - No interagency policies, procedures, or agreements.

10.0 INTERAGENCY COOPERATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>10.5 Special Education Director</u>					
10.5.2 How is regular inter-agency communication maintained?	. Interagency activities/communication procedure. . Documentation of communication.	. Keep correspondence file. . Keep communication log. . Keep telephone log.	. Compare communication practice with standard.	. Communication schedule developed jointly by all agencies and carried out.	. Haphazard or irregular communication.
10.5.3 How are staff encouraged to participate in activities with support groups and other agencies?	. Staff release policy. . LEA incentives for professional activities. . Area professional activities. . Staff professional activities.	. Review staff release policies. . Review staff professional activities annually.	. Examine policy for interagency participation incentives. . Compare area professional activities with staff participation.	. Local policies encourage staff participation in professional activities with other agencies. . Staff participates in at least one professional activity outside school.	. No incentives for participation. . Lack of participation in support/other agency groups.
10.5.4 How is joint planning encouraged?	. Planning policies/procedures.	. Review interagency policies and procedures annually.	. Examine policies/procedures.	. Regular (e.g., quarterly, monthly) planning meetings scheduled for all agencies. Planning centers around common problems and concerns.	. Planning done in isolation. . Interagency meetings held without setting group mission or purpose.
10.5.5 How are joint planning and interagency agreements affecting the LEA?	. Student services data. . Teacher consultation requests. . Overall LEA plan. . Student progress.	. Compile student services data, teacher requests, LEA plans, and student progress. . Cum folder.	. Compare student services, student progress, and teacher satisfaction prior to and following joint interagency planning.	. Positive change in service delivery system.	. No or negative change in service delivery.

10.0 INTERAGENCY COOPERATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>10.6 State Education Agency</u>					
10.6.1 Have formal inter-agency agreements been developed in accordance to state guidelines?	. Local interagency agreements.	. Compile local inter-agency agreements.	. Internal monitoring. . External monitoring.	. Special Education Compliance Manual.	. Noncompliance citation.

11.0 TRANSPORTATION: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>11.1 Regular Education Teacher</u>					
11.1.1 Refers to the transportation of handicapped students.					
<u>11.2 Special Education Teacher</u>					
11.2.1 Does the student have school bus riding skills?	- Task analysis of bus riding skills. - Student performance data. - Bus driver reports.	- Observe student performance. - Interview bus drivers.	- Compare student performance with performance of nonhandicapped peers. - Review with transportation coordinator.	Student waits for and rides bus with limited or no extra supervision.	- Excessive fighting. - Student misses stop. - Students on wrong bus.
11.2.2 Does the student have independent community mobility skills?	- Student mobility limitations. - Community transportation options. - Locations of frequently used stores, restaurants, friend's houses, etc. - Student mobility/ navigational skills. - Student, parent, and group home feedback.	- Conduct community survey. - Parent survey. - Mobility assessment.	Evaluate student's ability to get to and from specified location, with and without supervision.	Student gets to desired location from home or school independently or with limited assistance.	- Student gets lost. - Inappropriate behavior on public transportation. - Student takes wrong bus.
<u>11.3 Student Support Team</u>					
11.3.1 Does the student need special transportation provision to attend school?	- Student mobility needs. - Student records. - Parent interview.	- Review student record. - Interview parent/ physician.	Compare student needs with available transportation services.	Student uses regular school bus whenever possible.	Every special education student riding special education buses/vans, regardless of program locations and bus skills.

11.0 TRANSPORTATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>11.4 Principal</u>					
11.4.1 Who supervises arrival and departure of special education students needing assistance?	- Staff roster/schedule. - Bus duty schedule. - Bus driver training materials.	Review schedules and materials.	- Examine bus duty schedule, noting supervisors. - Training for bus drivers.	Students properly supervised.	- Too much teacher time spent in bus supervision, getting students on bus. - Lack of supervision.
11.4.2 What procedures are in place to deal with transportation emergencies?	- LEA transportation policy. - Log arrival and departure times.	- Review policy. - Inservice for transportation permits.	Compare policy with possible transportation emergencies.	- Policy covers: - weather emergencies. - bus malfunctions. - parent not home to meet child. - driver absences.	- No policy. - Inadequate policy. - Parent complaints. - Mishandling of an emergency.
<u>11.5 Special Education Director</u>					
11.5.1 Are the distances traveled by special education students approximately the same as for regular education students?	- Longest, shortest, and average time and distance spent on bus by average, regular, special education student (both elementary and secondary). - Same data as above for special education students. - Get data from transportation department.	- Compile transportation records and compute needed data. - Interview staff and parents.	Compare regular students' time and distance with that traveled by special education students.	Distance/time traveled by all students is approximately the same.	- Special education students spending disproportionate amount of time on the bus. - Parent complaints.

11.0 TRANSPORTATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>11.5 Special Education Director</u>					
11.5.2 Do all buses/vans used to transport special education students meet safety standards?	- Safety inspection results. - Consult transportation department.	Review safety inspection results.	Periodic review of all vehicles for safety code violations.	All vehicles meet safety code standards.	Buses in violation of safety codes.
11.5.3 What procedures are in place to deal with transportation emergencies?	LEA transportation policy.	Review LEA transportation policy.	Compare policy with possible transportation emergencies.	- Policy covers all transportation emergencies: - weather. - bus malfunction. - driver absences. - parent absences.	- No policy. - Inadequate policy.
11.5.4 Are all drivers qualified?	- Drivers' qualifications. - LEA job descriptions.	Review drivers' applications.	Compare drivers' qualifications with LEA job description and requirements.	- Drivers qualified to drive bus/van. - Drivers certified in first aid and CPR.	Drivers driving without proper qualifications or emergency skills.
11.5.5 How are special education students transported?	- Transportation schedules/plans for all special education students. - Transportation contracts.	Compile transportation schedules/plans/contracts.	Examine contracts/schedules and plans for transportation mode (regular bus, special van, taxi, private car).	Special education students use regular education buses whenever possible.	- All special education students riding special buses or vans. - Parents transporting special education students.

11.0 TRANSPORTATION: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>11.5 Special Education Director</u>					
11.5.6 Is the transportation system efficient?	- Transportation costs by LEA, student, disability group. - Transportation costs of special education students by transportation mode. - Transportation costs of regular education and special education after-school program, per student.	- Compile cost data. - Review procedures.	Compare costs by program and transportation mode to transportation needs and to regular education transportation costs.	Transportation system costs for special education proportionate to regular education transportation costs, based on students transported.	Disproportionate amount of dollars spent on transportation.
11.5.7 How are itinerant teachers compensated for travel?	- Travel reimbursement policy. - Travel times/distance by teachers/staff members.	- Review policy. - Keep staff travel log.	- Examine policy in light of time/miles spent traveling by staff. - Compare time on task with time off task.	Policy encourages movement of teachers rather than students.	- Students placed in segregated settings to eliminate staff travel. - Unaccountable staff time.
<u>11.6 State Education Agency</u>					
11.6.1 Is the LEA in compliance with state transportation regulations?	- LEA transportation plans. - List of arrival and departure times on handicapped students, if different from nonhandicapped. - Copy of sample information card given to drivers and aides regarding proper emergency health care procedures for handicapped students. - List of inservice training dates and announcements for drivers and aides regarding the transportation of handicapped students.	Compile LEA transportation plans.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance.

12.0 INSTRUCTIONAL RESOURCES: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>12.1 Regular Education Teacher</u>					
12.1.1 Are the materials used in my classroom appropriate for my students?	- Materials list. - Student objectives. - Students' ages. - Material within classroom.	- Conduct materials inventory. - Review IEP.	- Compare materials with student goals and objectives. - Determine the age range of nonhandicapped children who would use the material. - Document materials safety limitations, if any. - Determine teaching objectives material could be used for and compare to student IEP.	- Materials: - are purchased in response to specific student needs. - have multiple uses. - may be used by more than one student. - may be used independently by students. - are safe for students to use. - are age-appropriate. - are functional.	- Materials narrow in application. - Materials not safe. - Materials not age-appropriate. - Materials not functional.
12.1.2 How much money do I have for instructional materials?	- Class/program materials allocation. - Allocation from building principal.	Obtain allocation amount from SED or coordinator.	Review allocation figure and limitations.	- Money is adequate to cover consumable materials cost and buy updated equipment as needed. - Amount building principal approved.	- Low budget. - No teacher dollar allocation. - All materials decisions made by administration with no teacher input. - No cooperation from administration.
12.1.3 How do I determine the effectiveness of the instructional materials I use?	- Materials list. - Student progress toward stated goals.	- Inventory available materials. - Chart student progress.	Chart student progress on specified objective, using various materials.	Materials that are most reinforcing and effective are used with each student.	All students use same materials regardless of performance or success.

12.0 INSTRUCTIONAL RESOURCES: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>12.2 Special Education Teacher</u>					
12.2.1 Are the materials used in my classroom appropriate for my students?	. Materials list. . Student objectives. . Students' ages.	. Conduct materials inventory. . Review IEP. . Conduct a frequency of use on materials.	. Compare materials with student goals and objectives. . Determine the age range of nonhandicapped children who would use the material. . Document materials safety limitations, if any. . Determine teaching objectives material could be used for and compare to student IEP.	. Materials: - are purchased in response to specific student needs. - have multiple uses - may be used by more than one student. - may be used independently by students. - are safe for students to use. - are age-appropriate. - are functional.	. Materials narrow in application. . Materials not safe. . Materials not age-appropriate. . Materials not functional. . No material available due to budget restrictions. . Cultural and/or sex bias materials.
12.2.2 How much money do I have for instructional materials?	. Class/program materials allocation. . Student needs. . Materials request from prescriptive center.	. Obtain allocation amount from SED or coordinator. . Obtain allocation from building principal.	. Review allocation figure and limitations. . Review IEP goals and student needs.	. Money is adequate to cover consumable materials cost and buy updated equipment as needed for student progress.	. Low budget. . No teacher dollar allocation. . All materials decisions made by administration with no teacher input. . No consideration to student needs.
12.2.3 How do I determine the effectiveness of the instructional materials I use?	. Materials list. . Student progress.	. Inventory available materials. . Chart student progress. . Observation teacher's lesson. . Team meetings.	. Chart student progress on specified objective, using various materials.	. Materials that are most reinforcing and effective are used with each student. . Benchmark tests.	. All students use same materials regardless of performance or success. . No updated materials. . No budget for materials. . No significant progress made toward IEP goals.

12.0 INSTRUCTIONAL RESOURCES: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>12.3 Student Support Team</u>					
12.3.1 Does the student need special adaptive equipment to participate fully in the educational program?	- Student assessment data. - Medical assessment data.	Review assessment data for physical or communicative equipment needs.	Compare student needs and disability with educational program requirements.	Students educated in least restrictive environment.	Student placement restricted due to unavailable equipment.
<u>12.4 Principal</u>					
12.4.1 What building instructional resources are available to education staff?	List of communal building materials, equipment.	- Inventory available materials and equipment. - Review procedures for assessing materials and equipment. - Media center records. - Review material usage on computerized tracking system.	Document resources and procedures for access by students and teachers.	Special and regular education access to building materials and equipment is the same.	- Special education staff are not using building materials/equipment. - Outdated materials.
<u>12.5 Special Education Director</u>					
12.5.1 What resources are currently available for instructional purposes?	- State funding requirements. - Federal funding requirements. - Local resource allocations. - Sources used in past years. - Regular education resources. - Past year's department records.	Collect data from state department and superintendent.	Document sources used in past; those currently available.	SED is familiar with available educational resources for instructional materials.	All sources of instructional resources not tapped.

12.0 INSTRUCTIONAL RESOURCES: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>12.5 Special Education Director</u>					
12.5.2 What other school and community sources could be tapped for special instructional needs?	- Directories for both private and public agencies. - List of community service organizations.	- Contact state health, welfare agencies for directories of local agency offices. - Use local phone directory to find community service organizations.	- Document potential sources and contact persons. - Develop system to keep abreast of emerging sources.	SED is familiar with all available noneducational resources for materials.	All sources of instructional resources not tapped.
12.5.3 How are resources allocated to staff?	- Special education budget. - Budgeting procedures. - Regular education budget for resources.	- Review budget and procedures. - Review budget quarterly.	Document policy related to staff allocations.	Staff allocation is equitable yet sensitive to individual class needs.	Random allocation of resources.
12.5.4 What quality control procedures are in place for monitoring purchases?	Purchase order procedures.	- Review procedures. - Coordinate and monitor.	Document person(s) responsible for approving purchases procedures for denying or approving requests.	- Purchases monitored by supervisor or others familiar with student needs and programs and expertise in curriculum to reduce duplication of equipment and inappropriate requests. - Coordinators work together.	All orders purchased without quality control monitoring.

12.0 INSTRUCTIONAL RESOURCES: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>12.5 Special Education Director</u>					
12.5.5 Are legal requirements related to instructional resources being met?	- Evidence that necessary materials are available. - Coordinator's copy of inventories. - Interview students.	- Observation of materials. - Staff interview. - Review of inventories. - Directory of materials available. - Student survey.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.
<u>12.6 State Education Agency</u>					
12.6.1 Are legal requirements related to instructional resources being met?	- Evidence that necessary materials are available. - Inventory of equipment purchased with federal special education funds. - List of equipment purchased with federal funds and transferred to other federal programs/projects.	- Observation of materials. - Staff interview.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.

13.0 COMMUNITY RELATIONS: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>13.1 Regular Education Teacher</u>					
13.1.1 How do I use the community in my instruction?	- Number of community instructional sites. - Types of community sites used. - Frequency of community site used. - Lesson plans. - Unit plans.	Review lesson plans, class schedules, student IEPs.	Document type, frequency, and number of community sites used.	- Natural environments are used for teaching domestic, self-help, vocational skills. - Community personnel.	- All instruction takes place in school buildings. - Class period not flexible.
13.1.2 How do I use community members to expand and improve my program?	- Number, type, and frequency of volunteers, classroom speakers used. - Outside resources used (Lions, PTA). - Lesson plans. - Unit plans. - Yearly plans.	- Review lesson plans. - Record times volunteers/community members used.	- Document number, type, and frequency of volunteers, speakers, and general assistance provided by community. - Reporting through local papers.	Community actively involved in special education classroom through volunteer activities, guest speakers, etc.	Class activities isolated from community.
13.1.3 How do I share information about my program with groups and the community at large?	- Open house schedules. - News releases. - Brochures. - Radio/TV announcements. - Speaking engagements. - Informal contacts.	- Compile dissemination documentation. - Keep community contact log. - News clippings.	Document dissemination activities, numbers of people receiving information, any impacts of dissemination activities.	Information about special education class activities regularly shared with community at large.	Community unaware of class activities.

13.0 COMMUNITY RELATIONS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>13.2 Special Education Teacher</u>					
13.2.1 How do I use the community in my instruction?	- Number of community instructional sites. - Types of community sites used. - Frequency of community site used. - Brochures from community.	Review lesson plans, class schedules, student IEPs.	Document type, frequency, and number of community sites used.	Natural environments are used for teaching domestic, self-help, vocational skills.	- All instruction takes place in school buildings. - Prohibitive staff/student ratio. - Inflexible class periods.
13.2.2 How do I use community members to expand and improve my program?	- Number, type, and frequency of volunteers, classroom speakers used. - Outside resources used (Lions, PTA). - IEP goals.	- Review lesson plans. - Record times volunteers/community members used. - Articles in school paper.	Document number, type, and frequency of volunteers, speakers, and general assistance provided by community.	- Community actively involved in special education classrooms through volunteer activities, guest speakers. - Listing of volunteers willing to work in school.	- Class activities isolated from community. - No community awareness of special education programs. - No volunteers. - No cooperation from community.
13.2.3 How do I share information about my program with groups and the community at large?	- Open house schedules. - News releases. - Brochures. - Radio/TV announcements. - Speaking engagements. - Informal contacts. - Community events. - Open house.	- Compile dissemination documentation. - Keep community contact log. - Articles in school paper.	Document dissemination activities, numbers of people receiving information, any impacts of dissemination activities.	Information about special education class activities regularly shared with community at large.	- Community unaware of class activities. - Teacher unaware of LEA policy. - LEA uncooperative with community involvement. - Violation of student confidentiality and rights.

13.0 COMMUNITY RELATIONS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>13.3 Student Support Team</u>					
13.3.1 Does the IEP stipulate use of community instructional sites?	Student IEPs.	- Compile IEPs. - Teacher plans.	Examine IEP for community instructional site specification.	- All IEPs for TMH/severely handicapped students stipulate community instruction. - IEPs for mild handicaps stipulate community instruction where needed.	Community instruction not stipulated on TMH/severely handicapped IEP.
<u>13.4 Principal</u>					
13.4.1 How is information about programs, including special education, disseminated in the neighborhood?	- Open house schedules. - News releases. - Brochures. - Radio/TV announcements. - Speaking engagements. - Informal contacts. - Parent newsletter. - Teacher letters.	Compile dissemination documentation.	- Document dissemination activities, number of people receiving information, any impacts of dissemination activities. - Review dissemination efforts. - PER survey analysis.	- Information about special education class activities regularly shared with community at large. - LEA and agencies initiate this effort.	Community unaware of building activities.
13.4.2 Do building open-houses, fun fairs, etc. actively involve the special education classes?	- Open house activities. - News releases.	- Collect schedules, news releases. - Observe school activities.	- Review schedules, survey staff, and keep observation checklist/logs to determine degree of special education involvement in building activities. - Log and analyze parent attitudes toward these activities.	Special education classes are actively involved in all building activities.	Special education classes are not included in building activities.

13.0 COMMUNITY RELATIONS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>13.5 Special Education Director</u>					
13.5.1 What is the LEA's community relations and involvement policy?	LEA community relations policy.	Review policies.	Examine policy for LEA's community relations involvement.	Policy reflects overall special education philosophy, need for regular community communication and input.	- No policy. - Policy does not address regular community dialog. - No involvement of handicapped in policy.
13.5.2 What communication channels does the LEA systematically use to disseminate information about the special education program and its accomplishments?	- Public relations activities from last three years. - Dissemination plan.	- Review news releases, radio/TV spots, brochures, speaking engagements, open house activities. - Review plan.	Document dissemination activities.	LEA has dissemination plan that insures systematic communication with the community at large.	- No dissemination plan. - Poor/nonexistent relationships in the local media.
13.5.3 How often is information formally disseminated?	- Dissemination plan/schedule. - Dissemination target groups.	Review plan.	- Examine plan for frequency of contact to targeted audiences. - Compare plan to actual follow-through procedures.	- Two formal contacts with each target group annually. - Developed plan with goals.	- No dissemination plan or plan not implemented. - Each target audience contacted less than once a year.
13.5.4 How are staff involved in community activities as program advocates?	- Classroom community-based instruction. - Classroom dissemination activities. - Teacher speaking engagements. - Open house activities. - Log community activities of staff.	- Compile dissemination, open house activities. - Maintain teacher contact logs. - Review staff resumes. - Review class/student schedules.	Document staff/community involvement.	Staff involved in at least one community activity as program advocate.	- Staff not involved professionally in any way with the community. - Lack of regular education input.

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13.0 COMMUNITY RELATIONS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>13.5 Special Education Director</u> 13.5.5 How are community members involved in the special education program?	- Procedure for soliciting community involvement. - Numbers and names of volunteers; activities involved in. - Number and names of community-based training sites. - Community/school meetings and program schedules and agendas. - Dollars received from service groups and others.	- Compile needed data. - PER process.	Document type of community involvement by disability area, building.	Community actively involved in special education program through volunteer activities, community-based instruction, guest speaking.	School activities isolated from community.
13.4.6 How is community involvement encouraged and rewarded?	- Awards presented. - News releases. - Thank you letters. - Programs from receptions, dinners, luncheons. - Community involvement policy.	Compile letters, news releases, programs, and list of awards presented.	Describe reward system.	Each volunteer, community training site, service group providing assistance to special education program is publicly and privately recognized and thanked.	- High volunteer turnover. - Volunteers receive no formal recognition. - Few volunteers.
13.5.7 How is input gathered from the community regarding special education programs and activities?	- School board meeting agendas and minutes. - Local parent/teacher organization meeting agendas and minutes. - Local advisory committee agendas and minutes. - Local special education plan. - Community relations policy.	- Review minutes/agendas for input. - Review special education plan.	Compare community input to actual special education plan.	Community input sought to help develop special education plan.	Community has no input into local special education programs.

13.0 COMMUNITY RELATIONS: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>13.6 State Education Agency</u>					
13.6.1 Are legal requirements related to community relations and involvement being met?	. Evidence that application, evaluation reports are available to public. . Evidence of public information system. . Evidence of public participation. . List members of interagency early learning committee and their agency.	. PER plan for LEA. . Application. . Notices and other printed material. . List of methods used to ensure participation. . TSES documentation.	. Internal monitoring. . External monitoring.	. Special Education Compliance Manual. . PER regulations.	. Noncompliance citation.

14.0 FISCAL RESOURCES: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>14.1 Regular Education Teacher</u> NA					
<u>14.2 Special Education Teacher</u> NA					
<u>14.3 Student Support Team</u> NA					
<u>14.4 Principal</u> NA					
<u>14.5 Special Education Director</u> 14.5.1 What sources are available to fund the LEA's special education program?	. Available state, regional, local public education money. . Other agency resources. . Private foundation sources.	. Compile list from SEA, other agencies. . Contact local and regional agencies and foundations for possible grants.	. Examine compiled list and note sources not being tapped.	. SED is familiar with application procedures for all private and public funding sources.	. Available sources not tapped.

14.0 FISCAL RESOURCES: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>14.5 Special Education Director</u> 14.5.2 How are funding decisions made?	. Fiscal policy. . Annual budget plan. . Budget and expenditure figures. . Testimonials.	. Review fiscal policy and plan. . Compile budget and expenditures.	. Examine policy, plan, budget, and expenditures. . Compare adequate service delivery to students and budget appropriations.	. Funding budget based on student program need. . Fiscal planning includes: - needs assessment. - targeting goals. - estimating program costs. - securing money. - implementing program. - evaluate program outcomes.	. Student needs unmet due to cost. . Fiscal planning driven by what is available rather than student needs.
14.5.3 Is the special education program cost-efficient?	. Program costs by disability. . Program expenditures by disability. . Program goals. . Program outcomes. . Student progress/follow-up.	. Compile cost and expenditure data. . Review program goals. . Generate list of desired outcomes.	. Compare costs/expenditures to program outcomes (desired and actual).	. Program costs reasonable, given outcomes and benefits.	. Program costs high, but program goals unmet, student progress low.
14.5.4 Do LEA program expenditures fall within the range expected, based on number of students?	. Description of cost categories for local, regional, state, national figures. . Local program expenditure costs per child by disability. . Regional, state, national average program expenditure/cost per child by disability.	. Compile local figures. . Contact regional and state offices for regional, state, and national figures.	. Compare local figures with regional, state, and national figures.	. Local program costs/expenditures per student comparable to regional, state, and national figures.	. Costs/expenditures significantly higher or lower than average special education/regular education proportion.

14.0 FISCAL RESOURCES: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>14.5 Special Education Director</u>					
14.5.5 What is the added cost of special education above regular education?	- Special education program expenditures per student (average, by disability group, and elementary/secondary). - Regular education program costs. - State, national average cost/expenditure figures (special and regular education).	Compile cost/expenditure data.	Compare expenditure data of regular and special education programs; cost data per student.	Local special education costs/regular education costs similar to national and state proportions.	Special education costs expenditures significantly higher than state and national average.
14.5.6 Are legal requirements related to administration of funds being met?	- Evidence that funds are being used appropriately. - Evidence of accurate child count.	- Application review. - LEA records. - Class lists. - Staff interviews.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.
<u>14.6 State Education Agency</u>					
14.6.1 Are legal requirements related to administration of funds being met?	- Evidence that funds are being used appropriately. - Evidence of accurate child count.	- Application review. - LEA records. - Class lists. - Staff interviews.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.

15.0 GOVERNANCE: Improvement

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>15.1 Regular Education Teacher</u> NA					
<u>15.2 Special Education Teacher</u> NA					
<u>15.3 Student Support Team</u> NA					
<u>15.4 Principal</u> NA					
<u>15.5 Special Education Director</u> 15.5.1 Is the internal management structure of the LEA adequate for identifying and providing quality services to area handicapped students?	. Description of LEA management and governance structure. . Child find procedure. . Child count figures. . Program locations. . Program evaluation results. . Out-of-district placements. . Monitoring compliance records. . National, state handicapped incidence rates.	. Monitor student progress. . Review existing LEA records.	. Compare number of identified and served students with number expected, based on population and incidence. . Examine number of out-of-district placements. . Conduct satisfaction survey. . Contract for outside evaluation.	. Management structure facilitates systematic and expedient identification of handicapped students. . Students' needs are met by LEA whenever possible.	. Large numbers of out-of-district placements. . Due process hearings/complaints, law suits filed. . Lower number of referrals than expected, based on population and incidence.

15.0 GOVERNANCE: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>15.5 Special Education Director</u>					
15.5.2 Does the size of the LEA (both geographic and population) promote cost effective service delivery?	- Program locations, student home locations. - Special education costs - staff (teaching, paraprofessional, administrative). - transportation. - out-of-district placement. - Number of students served by disability area, grade level. - Student progress.	- Review LEA records. - Monitor student progress.	- Cost/benefit analysis. - Plot program student locations on area map.	- Size of service agency can adequately support number and type of handicapped students in area. - Average cost per special education does not exceed percent set by LEA above cost of non-handicapped student.	- Large number of out-of-district placements. - Excessive or too few administrative staff. - Excessive staff or student travel time. - Duplicate programs.
15.5.3 Does the type of service delivery agency promote cost effective service delivery?	- Program locations, student home locations. - Special education costs - staff (teaching, paraprofessional, administrative). - transportation. - out-of-district placement. - Number of students served by disability area, grade level. - Student progress.	- Review LEA records. - Monitor student progress.	- Cost/benefit analysis. - Plot program student locations on area map.	- Type of service agency has adequate tax base to support student needs. - Average cost per special education student does not exceed percent set by LEA above cost of nonhandicapped student. - Listing of continuum of alternative placements with agency agreements available.	- Large number of out-of-district placements. - Excessive or too few administrative staff. - Excessive staff or student travel time. - Duplicate programs.

15.0 GOVERNANCE: Improvement (continued)

Key Decision Maker Questions	Data Needed	Data Collection Procedures	Evaluation Procedures	Standards Applied	Red Flags
<u>15.5 Special Education Director</u>					
15.5.4 Could cooperation with a neighboring unit strengthen my program?	- LEA policy in cooperative education. - Services available in neighboring district/cooperative/regional units. - Program evaluation results.	- Review LEA records. - Inventory area program.	Compare evaluation results and recommendation with available neighboring program, LEA policy, costs.	LEA policy encourages and facilitates inter-unit cooperation.	Isolationist attitudes toward program sharing or interdistrict cooperation.
15.5.5 Does my LEA adhere to the legal requirements related to local special education administrative structure?	- Description of LEA special education administrative structure. - A utilization of time study of administrative structure.	TSES documentation.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.
<u>15.6 State Education Agency</u>					
15.6.1 Do LEAs adhere to legal requirements related to local special education administrative structure?	- Compiled LEA descriptions of special education administrative structure. - Copy of written plan portion of the TSES.	TSES documentation.	- Internal monitoring. - External monitoring.	Special Education Compliance Manual.	Noncompliance citation.



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SECTION III: A PLANNING PROCESS FOR SPECIAL EDUCATION CHANGE

Background Information

Purpose

The purposes of the planning section are: 1) to provide a general format for long range and short term planning that is consistent with the types of data collected in the description and improvement sections of the manual; and 2) to assure correction of any current or potential problems in implementing special education state and federal statutes, rules and regulations.

A planning process is provided to assist LEAs in anticipating changes in special education. The process includes the use of data collected by 1) answering the decision questions used in this manual for program improvement, and 2) completing the LEA's responses to the standards in the description section. This data base could provide a picture of the current state of the LEA's special education system. From this information, goals and objectives can be formulated to move the system toward a more desirable state.

Scope

The special education directors who choose to use this sample generic planning process to prepare long range and short term goals for the purpose of implementing a total special education system could apply the procedures of this planning section. LEA data from the description and improvement sections of this manual could be used in completing the planning process.

Planning is a process for reaching a mutual agreement in setting and revising goals and objectives. Certain key concepts have emerged from an analysis of definitions in planning resource materials. The planning process:

- Maintains that plans must be long and short range in duration with short range plans being implemented to attain long range results.
- Relates to a comprehensive and systematic strategy for the effective and efficient use of human and nonhuman resources to effect change and improvement in the best interest of the school organization.
- Means that performance gaps must be eliminated and opportunities must be explored to improve the overall performance of the school district.
- Maintains that internal and external variables that may affect planning decisions must be determined as accurately as possible so that they can be considered in the overall planning process.
- Recognizes that the process is incomplete if it does not include a systematic method for evaluating performance results toward long range goals, short range objectives, performance standards, and the execution of plans. Plans often have to be altered, sometimes on very short notice, in view of changing times and conditions.
- Is a continuous process, not a once-a-year or quarterly exercise, that involves representatives from all areas of the school district.
- Is distinctly different from forecasting. Forecasting is one essential element of planning, which predicts what will happen on the basis of certain assumptions. Planning is an attempt to determine what should occur and what steps must be taken to make it happen.

- ° Requires that crucial areas of the school organization be pinpointed so that plans can be initiated to improve results in these areas (Lewis, 1983).

Therefore, educational planning is the process of identifying, collecting, and analyzing essential internal and external data about a LEA to arrive at current and useful information for preparing and executing long and short range plans in an effort to help realize identified basic purposes, mission, and operational goals.

The planning process as presented in this manual is comprised of the following steps:

1. Scan the Environment
2. Analyze Critically Trends/Conditions
3. Develop Planning Assumptions
4. Develop Mission Statement
5. Develop Statement of Philosophy
6. Review and Analyze Special Education Description and Program Improvement Data
7. Formulate Long Range Goals and Short Term Objectives
8. Obtain Approval
9. Implement Plan
10. Evaluate and Adjust

In this section, each of the planning steps listed above is defined and described in more detail with worksheets provided to complete each step.

The pagination system in the planning section corresponds to the planning step number and page number within each step. Worksheets are consecutively numbered within each step. For example, page 4-2 is 4. Develop the Mission Statement, page two.

References

Appendix B contains a resource list of program evaluation and program planning materials. Appendix D contains a list of titles of periodicals to scan. Data gathered from locally completed description section pages and locally completed forms from the improvement section are needed for reference in the planning process.

Relationship to special education laws and rules

The planning process helps LEAs get local policies and procedures in place to meet the intent of the Standards listed in the Appendix A.

Relationship to MDE Special Education Section

MDE, Special Education Section, is concerned with providing technical assistance to LEAs to insure that local policies and procedures are in place to provide appropriate services to handicapped children and youth. The planning process outlined in this document is one vehicle for communication between state and LEA staff to develop those policies and procedures. With planning information and data provided by the local districts, the Special Education Section is better able to assist in developing long range technical assistance and staff development plans specific to the perceived needs of the LEAs.

Relationship to the TSES written plan requirement

Any red flags raised in implementing the improvement section should result in a review of the local TSES. Information should then be fed into the planning cycle to assure correction of any current or potential problems.

Relationship to the MDE, Office
of Monitoring and Compliance

Results from the monitoring process and the LEA's subsequent Corrective Action Plan should be fed into the planning cycle to assure correction of any identified compliance problems.

Implementation suggestions

The planning steps can best be implemented by a group of individuals representing key decision makers in the special education system. They might include teachers, principals, support and related services staff, special education administrators, community members, and parents. In order to gain commitment for the plan, an opportunity should be given to all staff members involved in the implementation to have input into the planning process.

The planning process may be implemented in the 10-step method as described.

The steps could be changed in sequence to better coincide with a special education director's leadership style.

Data from the description and improvement sections can be adapted to other planning processes; for example, the backplanning process or Johnson-Gadberry (1981) planning process.

Data from the description and improvement sections may be adapted to a LEA's already existing planning process.

List of acronyms

No new terms or acronyms.

Instructions

Procedures

These instructions relate specifically to completing the planning section of this manual. These procedures allow one to become familiar with the total planning process before selecting a planning team and proceeding with the actual writing of a plan.

- ° Review the entire planning model.
- ° Develop a planning calendar with activities and target dates.
See next page.
- ° Train a small group of people on the planning process.
- ° Review locally collected data from the description section.
- ° Review locally collected data from the improvement section.
- ° Begin the 10-step planning process using the worksheets as an outline for the local plan.

A Sample Planning Calendar

Time Frame	Activities
Early Fall of School Year	Train staff in use of the model Disseminate data collection forms Determine which decision questions will be the focus in the upcoming school year Determine a timeline for collecting and compiling data related to each decision question
Late Fall -- Early Spring	Collect and compile data Take corrective action as data suggests need Conduct ongoing environmental scanning to be used in planning process
Spring	Identify planning group Conduct planning process and complete planning worksheets Determine elements which will be monitored and evaluated in the upcoming school year. Disseminate plan for approval and commitment
Summer	Revise and update the model based on local needs

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1: SCAN THE ENVIRONMENT

Definition -- Environmental scanning is the process of collecting information about events and trends in the environment. This information is used to anticipate change in order to formulate strategy.

Environmental scanning is composed of two types: external and internal.

External scanning is used to obtain information about conditions outside of the field of education. Five major categories of external environmental scanning are used in this manual:

1. Social and cultural -- lifestyle changes, family dynamics, career expectations.
2. Demographic -- birth rates, age distributions, life expectancies.
3. Economic -- interest rates, inflation rates, money supply.
4. Technological -- computer developments, biomedical advances.
5. Political and legal -- party in office, tax laws, appropriations.

External scanning can be done by reviewing periodicals, newsletters, books, and by attending conferences/workshops on current and future developments. Individual personnel, task forces, or consultants can be utilized in the external scanning process.

Appendix D contains a list of periodicals typically used for external scanning.

Internal scanning involves identifying events and trends within education, both regular and special. Elements which might be monitored include: supply and demand of teachers, enrollment forecasts, trends in higher education, curriculum developments, state and federal legislation relating directly to education. As part of the internal scanning process, review of the Local Education Agency's plan should be conducted to determine how special education planning can be coordinated and priorities meshed.

Internal scanning can be done through the same process as external scanning. Education journals and conferences provide key resources in identifying emerging issues.

Worksheets 1a, 1b, and 1c provide a form for recording a summary of the results of the external and internal scanning processes. Worksheet 1a addresses external scanning of broad trends/conditions. Worksheet 1b addresses internal scanning of trends/conditions in the field of education. And, Worksheet 1c addresses priority areas within the LEA. The left-hand column of each of these worksheets provides space for noting findings of the scanning process.

1: SCAN THE ENVIRONMENT (continued)

Worksheet 1a: EXTERNAL SCANNING

AREA	TRENDS/CONDITIONS FOUND	POTENTIAL IMPACT	
		REGULAR EDUCATION	SPECIAL EDUCATION
SOCIAL			
DEMOGRAPHIC			
ECONOMIC			
TECHNOLOGICAL			
POLITICAL			

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1: SCAN THE ENVIRONMENT (continued)

Worksheet 1b: INTERNAL SCANNING

TRENDS/CONDITIONS FOUND	POTENTIAL IMPACT	
	REGULAR EDUCATION	SPECIAL EDUCATION

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1: SCAN THE ENVIRONMENT (continued)

Worksheet 1c: COORDINATION WITH REGULAR EDUCATION PLANNING

PRIORITY AREAS IN LOCAL SCHOOL DISTRICT(S)	POTENTIAL IMPACT ON SPECIAL EDUCATION

2: ANALYZE CRITICALLY TRENDS/CONDITIONS

The process of analyzing trends and conditions entails projecting the potential impact on special education of the trends/conditions found on the scanning process.

In analyzing each of the trends/conditions, focus on "what if" questions, anticipating what might happen to special education should each trend/condition continue. Worksheets 1a, 1b, and 1c provide a format for recording a summary of the impact anticipated. For example:

TREND/CONDITION FOUND	POTENTIAL IMPACT ON SPECIAL EDUCATION
Social The number of single, working parents will continue to rise.	Conferences held during the working day will be more difficult to schedule; alternatives may be needed.
Political Less money will be appropriated for special education.	Budgets become tighter; case loads increase. Other revenue sources needed.

It may be useful to utilize the assistance of an outside consultant with expertise in education futures to assist with both this step and the previous one.

3: DEVELOP PLANNING ASSUMPTIONS

Definition -- Planning assumptions are predictions about events and conditions most likely to affect special education.

Based on the analysis completed in Steps 1 and 2 of this planning process, determine the events and conditions most likely to influence the performance of individuals, the special education department, and the Local Education Agency as a whole. Anticipate what will come in the future.

For example, planning assumptions could be:

1. Declining enrollments will continue over the next three years, then they will stabilize.
2. Required special education staff-student ratios will be lifted within one year.
3. Within five years advances in medical technology will eliminate 30 percent of the handicapping conditions now requiring special education.

There are several methods which can be used to develop assumptions. They include:

1. Delphi -- the process of collecting expert opinions through a series of rounds of questioning.
2. Estimate - Talk - Estimate -- through a structured meeting of top school administrators and/or experts, independent predictions are elicited, discussed, and refined.
3. Forecasting -- a mathematical formula, method, or model is used to make projections.
4. Scenario writing -- a description of a possible or probable future can be constructed using any of the following groups: pessimistic, optimistic; 20 percent probability -- 70 percent probability -- 100 percent probability; most likely, higher, lower.

(Further information on these methods can be found in Lewis, 1983.)

3: DEVELOP PLANNING ASSUMPTIONS (continued)

Worksheet 3a: PLANNING ASSUMPTIONS

RECORD THE PLANNING ASSUMPTIONS DEVELOPED:

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4: DEVELOP A MISSION STATEMENT

The mission statement describes the reason the special education system exists. It should answer the question, "What business are we in?"

Mission statements are best written in results-oriented terms which provide a basis for measuring the effectiveness of special education. They typically are only one or two sentences in length. Examples of mission statements written in results-oriented terms include:

The mission of Doe County Special Education Cooperative is improved learning and growth for handicapped students.

The mission of Footville School District Special Education is increased ability of handicapped students to function within special education.

In developing the special education mission statement, it is important to review the regular education mission statement so that the two are interrelated.

Worksheet 4a provides a form for writing the special education mission statement.

4: DEVELOP A MISSION STATEMENT (continued)

Worksheet 4a

SPECIAL EDUCATION MISSION STATEMENT

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5: DEVELOP A STATEMENT OF PHILOSOPHY

Definition -- The philosophy statement describes the general beliefs about education which provide the framework for determining goals and objectives.

The approach recommended here for developing the philosophy statement entails a series of "WE BELIEVE" statements. Each statement should encompass a basic belief about the education of handicapped children held by the special education personnel.

In this approach, each category begins with a "WE BELIEVE" statement followed by individual purpose statements separated by the word "that," as illustrated in the example below.

Instructional Program and Services

WE BELIEVE that the instructional program and services should reflect the learning needs of individual students; that they should include assessment, clear objectives, a variety of learning experiences, evaluation, and provision for special needs; that the objectives should build toward excellence; that the activities should insure opportunity for success; that the evaluations should reduce wasted effort and keep the instructional program and services moving in the desired direction; that the instructional program and services should encourage the development of warm human relationships, which are essential elements of daily living; that it should allow the individuals opportunities to discover their talents and the freedom to explore areas of special interest.

Performance Evaluation and Development

WE BELIEVE that when educators are given opportunities to participate in consistent and regular evaluations, they will be more inclined to improve their performance; that the need to make evaluation as positive an experience as possible suggests that clear, objective procedures be carefully developed; that performance evaluation results should be given to educators in written form as a basis for improvement; that there should be mutual agreement between the administrative and teaching staffs on the procedures to be employed. (Lewis, 1983)

Worksheet 5a provides a form for writing the "We Believe" statements.

5: DEVELOP A STATEMENT OF PHILOSOPHY (continued)

Worksheet 5a

SPECIAL EDUCATION PHILOSOPHY STATEMENT

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6: REVIEW AND ANALYZE SPECIAL EDUCATION DESCRIPTION AND PROGRAM IMPROVEMENT DATA

Definition -- This process entails identifying strengths and weaknesses of the special education system based on data collected through implementing the model described in Section I of this manual.

First, each checklist in the description section of the manual should be reviewed and analyzed, identifying standards in each of the 15 components which are not in place. Second, data collected through the program improvement process should be reviewed to determine strengths and weaknesses in the implementation of the special education system.

Worksheet 6a provides a place to note strengths and weaknesses (including missing standards found by completing the description pages of the manual) in each component of the special education system. The name of the component should be circled on the form and one form or more completed for each component. (Fifteen or more copies of the form will be needed.) In reviewing the strengths and weaknesses on the worksheet 6a, think of a priority system that allows their completion over a three-year period.

5: REVIEW AND ANALYZE SPECIAL EDUCATION DESCRIPTION AND PROGRAM IMPROVEMENT DATA (continued)

Worksheet 6a: COMPONENT'S STRENGTHS AND WEAKNESSES

(Circle one):

- | | |
|-------------------------------------|---------------------------------------|
| 1.0 Identification | 9.0 Personnel Development/Due Process |
| 2.0 Referral | 10.0 Interagency Cooperation |
| 3.0 Assessment | 11.0 Transportation |
| 4.0 Individual Program Planning | 12.0 Instructional Resources |
| 5.0 Instructional Delivery/Programs | 13.0 Community Relations |
| 6.0 Staff | 14.0 Fiscal Resources |
| 7.0 Physical Plant | 15.0 Governance |
| 8.0 Parent Involvement | |

STRENGTHS FOUND	Priority A, B, C	WEAKNESSES FOUND	Priority A, B, C

7: FORMULATE LONG RANGE GOALS AND SHORT TERM OBJECTIVES

Long range goals are written, specific and measurable tasks designated for an individual or group to achieve over a period of two years or more. They should serve as a guide to help school personnel make decisions and act on all levels of the school organization. Long range goals should be broad and flexible enough so as not to become obsolete as a result of changing times and conditions.

Short term objectives are a statement of results that describe a specific plan to be achieved by either an individual or a group within a time period of one year or less. They are usually designed to reach a long range goal.

Begin by selecting the top priority strengths and weaknesses from Worksheet 6a and develop them into long range goals. Column 3 is for recording long range goals related to a given component/standard; Column 4 is for recording short range objectives; Column 5 indicates the person(s) responsible for implementing the goals or objectives; and Column 6 indicates a specific timeline for completion of the goal/objective. Fifteen or more copies of the form will be needed.

7: FORMULATE LONG RANGE GOALS AND SHORT TERM OBJECTIVES (continued)

Worksheet 7a: ANALYSIS OF SPECIAL EDUCATION SYSTEM DESCRIPTION AND PROGRAM
IMPROVEMENT DATA/FORMULATION OF LONG RANGE GOALS AND
SHORT TERM OBJECTIVES

(Circle one):

- | | | |
|-------------------------------------|------------------------------------|------------------------------|
| 1.0 Identification | 6.0 Staff | 11.0 Transportation |
| 2.0 Referral | 7.0 Physical Plant | 12.0 Instructional Resources |
| 3.0 Assessment | 8.0 Parent Involvement/Due Process | 13.0 Community Relations |
| 4.0 Individual Program Planning | 9.0 Personnel Development | 14.0 Fiscal Resources |
| 5.0 Instructional Delivery/Programs | 10.0 Interagency Cooperation | 15.0 Governance |

STRENGTHS FOUND	WEAKNESSES FOUND	LONG RANGE GOALS	SHORT TERM OBJECTIVES	PERSON(S) RESPONSIBLE	TIMELINE

8: OBTAIN APPROVAL

Worksheets 1-7 should be combined to form a written planning document. Appropriate formal channels within the governance structure should be utilized to gain approval.

On this sheet list each formal channel of communication by group and contact person. State the type of communication such as document, formal presentation, committee action, informal discussion necessary to legitimize the process. A written timeline must accompany each activity necessary to gain formal approval of the planning document.

9: IMPLEMENT PLAN

The first step in implementing the plan is to distribute and review it with all relevant personnel. Care should be taken to ensure that responsibilities for implementation are clearly understood by all who are listed as the responsible persons in Worksheet 7a.

10: EVALUATE AND ADJUST

As the plan is implemented, periodic review of progress toward the goals/objectives should be made.

In addition planning assumptions should be reviewed and adjusted as needed, given changing events in the internal and external environments.

It is important that the planning document be viewed as flexible and adjustable.

REFERENCES

Johnson, R. and Gadberry, E. Cognitive Roadmap, 1981.

Lewis, J. Long-range and Short-range Planning for Educational Administrators. Newton, Massachusetts:
Allyn and Bacon, Inc., 1983.



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APPENDIX A

STANDARDS

1.0 IDENTIFICATION

Identification means the continuous and systematic effort made to identify, locate and screen children, aged birth-21, in need of special education.

STANDARDS

- 1.1 Develop and implement nondiscriminatory procedures which insure that all children, aged birth to 21, residing within the district's jurisdiction who are handicapped, regardless of the severity of the handicap, and who are in need of special instruction and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving special education and related services and which are not. [34 CFR 104.32(a); 34 CFR 300.128(a); 34 CFR 300.220; M.R. 3525.2500]
 - 1.1.1 Conduct an annual school census during the period September 1 through October 1 of all persons under 21 years of age on September 1 during the year the census is taken which shall include an enumeration, by category of handicapping condition, of children requiring special education. Each person shall be counted in only that district in which he/she resides on September 1. [M.S. 120.095]
 - 1.1.2 Develop and submit to the Commissioner of Education by December 1 of each year an unduplicated child count which accurately specifies the number of children who are eligible for special education and related services as provided for in federal and state rule, who have IEPs, and who are actually receiving those services. [34 CFR 300.5; 34 CFR 300.124(b); 34 CFR 300.127(b); 34 CFR 300.141; 34 CFR 300.751; 34 CFR 300.753; 34 CFR 300.754(a)-(c); M.S. 120.03 Subd. 1-5; M.S. 120.17 Subd. 1; M.S. 124.32 Subd. 7]
 - 1.1.3 Develop and implement procedures which insure that the district's interagency early learning committee (see 10.1) establishes and evaluates the identification system for children under the age of five and their families. [M.S. 120.17 Subd. 12(2)]
 - 1.1.4 Develop and implement procedures which insure the provision of information to handicapped students and their parents concerning the opportunities available in vocational education no later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs. [P.L. 98-524, Title II, Part A, Sec. 204(b)]

Standards: Identification

1.0 IDENTIFICATION

STANDARDS

- 1.1.5 Conduct an ongoing public awareness campaign to facilitate the district's child identification efforts.*
- (a) Develop and disseminate materials which inform the parents of handicapped children and the general public of the handicapping conditions that require special education programming, of the availability of special education and related services, of special education terms with accompanying definitions, and of the district's responsibilities for the provision of a free appropriate public education to handicapped children.
 - (1) Notice to parents
 - (2) District newsletters
 - (3) Newspaper articles
 - (4) Booklets
 - (5) Brochures
 - (6) Other
 - (b) Utilize media to provide the parents of handicapped children and the general public with the information in 1.1.4(a) above.
 - (1) Newspapers
 - (2) Local shopper papers
 - (3) Radio
 - (4) Television
 - (5) Public meetings

*Best Practice

Standards: Identification

1.0 IDENTIFICATION

STANDARDS

(6) Other

- 1.1.6 Conduct screening activities within the school system or utilize other agencies/groups in identifying handicapped children.*

*Best Practice

Standards: Identification

2.0 REFERRAL

Referral is a formal, ongoing process for reviewing information related to children who are possibly handicapped and show potential signs of needing special education. Assessment referral is the process of looking at a child's screening information and making a decision about whether or not to conduct a formal educational assessment. Whereas, placement referral pertains to the time after a child has been determined eligible for special education and the individual education program goals and objectives have been written and is then referred for a special placement such as a state academy, private school or residential facility.

STANDARDS

- 2.1 Develop and implement procedures which insure that efforts are made to meet the child's needs in the regular education classroom before the child is referred for a formal educational assessment.*
- 2.2 Establish a team to review the screening, referral and other data about a child before making the determination that an assessment should be conducted. The team is to be staffed with: [M.R. 3525.2700 A.,B.]
 - 2.2.1 Licensed special education personnel.
 - 2.2.2 Other appropriate personnel.
 - (a) A school administrator or designee.*
 - (b) The child's regular education teacher/s.*
 - (c) The referral source person.*
- 2.3 Develop and implement procedures for receiving referrals, on children aged three to 21 who are suspected of needing special instruction and services, from: [M.S. 120.17 Subd. 1]
 - 2.3.1 Local educational agencies.
 - 2.3.2 Local health agencies.
 - 2.3.3 Local social service agencies.

*Best Practice

Standards: Referral

2.0 REFERRAL

STANDARDS

- 2.3.4 Parochial and other private schools.*
- 2.4 Develop and implement procedures which insure that the district's interagency early learning committee (see 10.1) establishes and evaluates the early childhood referral system. [M.S. 120.17 Subd. 12(2)]
- 2.5 Develop and implement procedures for the referral of handicapped children to state, residential, or private facilities. [34 CFR 104.33(b)(3); 34 CFR 300.400; M.R. 3525.4900]

*Best Practice

Standards: Referral

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3.0. ASSESSMENT

STANDARDS

- 3.5.2 All formal reassessments must be completed within 30 school days of a parent's written consent for such reassessments being received by the district or after the expiration of the ten day parental response period, unless a conciliation conference or hearing is requested.
- 3.6 Select and administer testing and assessment materials and procedures used for the purpose of assessing handicapped children so as not to be racially or culturally discriminatory. [34 CFR 300.530(b); M.S. 120.17 Subd. 3a(e); M.R. 3525.0200 Subp. 10.; M.R. 3525.2600 Subp. 2.D.]
- 3.7 Develop and implement procedures which insure, at a minimum, that:
- 3.7.1 Tests and other assessment materials:
- (a) Are provided and administered in the child's native language or other mode of communication unless it is clearly not feasible to do so. [34 CFR 300.532(a)(1); M.R. 3525.2600 Subp. 2.C.]
 - (b) Have been validated for the specific purpose for which they are used. [34 CFR 104.35(b)(1); 34 CFR 300.532(a)(2)]
 - (c) Are administered by trained personnel in conformance with the instructions provided by their producer. [34 CFR 300.532(a)(3); M.R. 3525.2700 A.]
- 3.7.2 Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient. [34 CFR 104.35(b)(2); 34 CFR 300.532(b)]
- 3.7.3 Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure). [34 CFR 104.35(b)(3); 34 CFR 300.532(c); M.R. 3525.2600 Subp. 2.D.]
- 3.7.4 No single procedure is used as the sole criterion for determining an appropriate program for the child. [34 CFR 300.532(d)]

3.0. ASSESSMENT

Assessment is the process of utilizing formal and informal procedures to determine specific areas of child strengths, needs, and eligibility for special education services.

STANDARDS

- 3.1 Serve parents with formal written notice: (See 8.3 for the content requirements of the notice.)
 - 3.1.1 Prior to the district's performance of or refusal to perform a formal assessment or reassessment. [34 CFR 104.36; 34 CFR 300.504(a)(1-2); M.S. 120.17 Subd. 3b(a)(1); M.R. 3525.2800 A.; M.R. 3525.3500]
 - 3.1.2 Whenever the district receives a parent's written request for the district to conduct a formal assessment or reassessment. The district shall serve the parents with written notice of its decision to assess or not to assess within ten days of its receipt of the written request. [M.R. 3525.2800 A.]
- 3.2 Develop and implement procedures which insure that written parental consent is obtained prior to conducting an initial formal assessment. [34 CFR 104.36; 34 CFR 300.504(b)(1)(i); M.S. 120.17 Subd. 3b(b); M.R. 3525.0200 Subp. 7a.; M.R. 3525.3300 F.; M.R. 3525.3500 D.]
- 3.3 Initiate and complete a full and individual formal assessment of a child's educational needs before any action is taken with respect to the initial placement of a child in a special education program and any subsequent significant change in placement. All initial assessments of youth in grade eight or above shall include a vocational component. [34 CFR 104.35(a); 34 CFR 300.531; M.R. 3525.2600 Subp. 1.A.; SEA Policy]
- 3.4 Initiate and complete formal reassessments, following all required procedural safeguards and procedures, of all handicapped children at least once every three years or more frequently if conditions warrant or if a child's parents or teacher request it. All reassessments of handicapped children in grade eight or above shall include a vocational component. [34 CFR 104.35(d); 34 CFR 300.534(b); M.R. 3525.2600 Subp. 1.B.; M.R. 3525.3100; SEA Policy]
- 3.5 Develop and implement procedures which insure that all formal assessments are completed within the following time periods: [M.R. 3525.2700 D.]
 - 3.5.1 The initial formal assessment must be completed within 30 school days from the date the district receives parental permission to conduct the assessment, unless a conciliation conference or hearing is requested.

3.0. ASSESSMENT

STANDARDS

- 3.7.5 The assessment is made by a multidisciplinary team or group of persons, including at least one teacher or specialist with knowledge in the area of the suspected disability and others who may be responsible for implementing the child's educational program. [34 CFR 300.532(e); M.R. 3525.2700 B.]
- (a) In assessing a child suspected of having a specific learning disability, the district shall also include on the multidisciplinary assessment team: [34 CFR 300.540(a)(1-3),(b)]
- (1) The child's regular education teacher.
- (i) If the child does not have a regular education teacher, a regular education teacher qualified to teach a child of his or her age.
- (ii) If the child is less than school age, an individual qualified to teach a child of his or her age.
- (2) At least one person qualified to conduct individual diagnostic examinations of children.
- (b) In assessing children in grade ten or above, the district should also include a vocational education representative on the multidisciplinary assessment team. [SEA Policy]
- 3.7.6 The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, emotional status, general intelligence, academic performance, communicative status, adaptive behavior, sensory, physical, and social development. [34 CFR 300.532(f); M.R. 3525.2600 Subp. 2.A.]
- 3.7.7 The assessment shall include a review of the child's learning environment and learning modes. When the multidisciplinary team determines it to be necessary because of racial, cultural, or other differences presented by the child or due to the nature of the child's handicapping condition, they shall make reasonable efforts to obtain information from the parents relating to the child's functioning in his or her total environment. [M.R. 3525.2600 Subp. 2.B.]

3.0. ASSESSMENT

STANDARDS

- 3.7.8 The assessment is conducted preferably at the school which the child attends. [M.R. 3525.2700 C.]
- 3.7.9 When the district determines that the assessment cannot be performed utilizing the personnel resources of the district, the district shall make arrangements elsewhere for that portion of the assessment and shall assume all costs for such assessment. [M.R. 3525.2700 C.]
- 3.8 Develop and implement the following additional procedures when determining whether or not a child has a specific learning disability:
 - 3.8.1 A team may determine that a child has a specific learning disability if:
 - (a) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in 3.8.1(b) when provided with learning experiences appropriate for the child's age and ability levels. [34 CFR 300.541(a)(1)]
 - (b) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas: [34 CFR 300.541(a)(2)(i-vii)]
 - (1) Oral expression.
 - (2) Listening comprehension.
 - (3) Written expression.
 - (4) Basic reading skill.
 - (5) Reading comprehension.
 - (6) Mathematics calculation.
 - (7) Mathematics reasoning.

3.0. ASSESSMENT

STANDARDS

- (c) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of: [34 CFR 300.541(b)(1-4)]
 - (1) A visual, hearing, or motor handicap.
 - (2) Mental retardation.
 - (3) Emotional disturbance.
 - (4) Environmental, cultural, or economic disadvantage.
- 3.8.2 At least one team member other than the child's regular education teacher shall observe the child's academic performance in the regular classroom setting. In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age. [34 CFR 300.542(a),(b)]
- 3.8.3 The team shall prepare a written report of the results of the assessment. The report must include a statement of: [34 CFR 300.543(a),(b)(1-7)]
 - (a) Whether the child has a specific learning disability.
 - (b) The basis for making the determination.
 - (c) The relevant behavior noted during the observation of the child.
 - (d) The relationship of that behavior to the child's academic functioning.
 - (e) The educationally relevant medical findings, if any.
 - (f) Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services.
 - (g) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

3.0. ASSESSMENT

STANDARDS

3.8.4 Each team member shall certify in writing whether the report required in 3.8.3 reflects his or her conclusion. If it does not reflect his or her conclusion, the team members must submit a separate statement presenting his or her conclusions. [34 CFR 300.543(c)]

3.9 Develop and implement procedures to inform parents that:

3.9.1 The district shall provide to parents, on request, information about where an independent assessment may be obtained. [34 CFR 300.503(a)(2); M.R. 3525.3300 E.(2)]

3.9.2 A parent has the right to obtain an independent assessment at public expense if the parent disagrees with an assessment obtained by the district. However, a district may initiate a due process hearing to show that its assessment is appropriate after at least one conciliation conference. If the final decision is in favor of the district, the parents still have the right to an independent assessment but not at public expense. Whenever an independent assessment is at public expense, the criteria under which the assessment is obtained, including the location of the assessment and the qualifications of the examiner, must be the same as the criteria which the district uses when it initiates an assessment. [34 CFR 300.503(b),(e); M.R. 3525.3300 E.(3)]

3.9.3 If the parent obtains an independent assessment at private expense, the results of the assessment must be considered by the district in any decision made with respect to the provision of a free appropriate public education to the child, and may be presented as evidence at a due process hearing regarding that child. [34 CFR 300.503(c)(1-2); M.R. 3525.3300 E.(1)]

3.9.4 Develop and implement procedures for the referral of handicapped children in grade ten or above to vocational evaluation programs if needed for further information. [SEA Policy]

4.0 INDIVIDUAL PROGRAM PLANNING

Individual program planning is the process of determining a child's educational needs, based on assessment data, and completing a written individual educational program.

STANDARDS

- 4.1 Develop and implement procedures which insure that only those children who are eligible for special education instruction and related services, as provided for in state and federal law and rule, are placed in or receive services in a special education program. [34 CFR 300.5; 34 CFR 300.13; 34 CFR 300.141; M.S. 120.03 Subd. 1-5; M.S. 120.17 Subd. 1; M.R. 3525.0200 Subp. 18b.]
 - 4.1.1 Develop and implement eligibility criteria for each disability category. [SEA Policy]
 - 4.1.2 Develop and implement exit criteria for each disability category. [SEA Policy]
- 4.2 Initiate and conduct team meetings:
 - 4.2.1 Within 30 calendar days after a determination is made - through the assessment - that a child needs special education and related services. [34 CFR 300.343(c)]
 - 4.2.2 For the purpose of interpreting the assessment data, making placement decisions, and developing a handicapped child's individual educational program plan. [34 CFR 104.35(c)(3); 34 CFR 300.343(a); 34 CFR 300.533(a)(3); M.R. 3525.2900]
 - 4.2.3 For the purpose of reviewing, at least annually, each child's IEP and, if appropriate, revising its provisions. [34 CFR 300.343(a),(d)]
- 4.3 Develop and implement procedures which insure that each team meeting includes the following participants:
 - 4.3.1 A school administrator or designee, other than the child's teacher, who is qualified to provide or supervise the provision of special education and who has the authority to commit the district's resources. [34 CFR 300.344(a)(1); 34 CFR 300-App. C(13); M.R. 3525.2900 Subp. 1.A.]
 - 4.3.2 One of the child's regular education teachers. [34 CFR 300.344(a)(2); M.R. 3525.2900 Subp. 1.A.]
 - 4.3.3 Appropriate special education personnel. [M.R. 3525.2900 Subp. 1.A.]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- 4.3.4 Other support personnel. [M.R. 3525.2900 Subp. 1.A.]
- 4.3.5 For a handicapped child being assessed for the first time, a member of the assessment team or a person who is knowledgeable about the assessment procedures used with the child and is familiar with the results of the assessment. [34 CFR 300.344(b)(1-2)]
- 4.3.6 Other individuals at the discretion of the parent or district. [34 CFR 300.344(a)(5)]
- (a) Upon request of the parent and if appropriate, a member of the same minority or cultural background who is knowledgeable concerning the racial, cultural, or handicapping differences of the child. [M.R. 3525.2900 Subp. 1.D.]
 - (b) Representatives, as appropriate, from the agencies provided below. As members of the team, they shall assist in determining the vocational education needs of handicapped children in grade ten and above who are in transition from secondary to postsecondary programs, services and training. [SEA Policy]
 - (1) Division of Rehabilitation Services.
 - (2) Department of Human Services.
 - (3) State Services for the Blind.
 - (4) Other appropriate agencies.
 - (c) The case manager of the child's special education program. [SEA Policy]
- 4.3.7 The child, where appropriate. [34 CFR 300.344(a)(4); M.R. 3525.2900 Subp. 1.A.]
- 4.3.8 One or both of the child's parents. [34 CFR 300.344(a)(3); M.R. 3525.2900 Subp. 1.A.]
- (a) The district shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including: [34 CFR 300.345(a)]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- (1) Notifying the parents of the meeting in writing early enough to insure that they will have an opportunity to attend. [34 CFR 300.345(a)(1)]. The content of the written notice sent to parents prior to the individual educational program planning meeting shall include:
 - (i) The purpose of the team meeting. [34 CFR 300.345(b)]
 - (ii) The time of the team meeting. [34 CFR 300.345(b)]
 - (iii) The location of the team meeting. [34 CFR 30.345(b)]
 - (iv) Who will be in attendance. [34 CFR 300.345(b); M.R. 3525.2900 Subp. 1.A. and E.]
- (2) Scheduling the meeting at a mutually agreed on time and place. [34 CFR 300.345(a)(2); M.R. 3525.2900 Subp. 1.E.]
- (b) If neither parent can attend, the district shall use other methods to insure parent participation, including individual or conference telephone calls. [34 CFR 300.345(c)]
- (c) A meeting may be conducted without a parent in attendance if the district is unable to convince the parents that they should attend. In this case, the district must have a record of its attempts to arrange a mutually agreed on time and place such as: [34 CFR 300.345(d)(1-3)]
 - (1) Detailed records of telephone calls made or attempted and the results of those calls.
 - (2) Copies of correspondence sent to the parents and any responses received.
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- (d) The district shall take whatever action is necessary to insure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. [34 CFR 300.345(e); M.R. 3525.3200]
- 4.4 If a determination is made that a child is handicapped and needs special education and related services, an individualized educational program plan must be developed and implemented for the child, including those children which the district places or refers to a private school or facility and those enrolled in a parochial or private school. [34 CFR 300.235; 34 CFR 300.341; 34 CFR 300.401(a)(1); 34 CFR 300.533(b); M.R. 3525.2900 Subp. 2.]
- 4.5 Develop and implement procedures which insure that the district's interagency early learning committee (see 10.1) facilitates the development of interagency individual educational program plans, when necessary, to appropriately serve handicapped children under the age of five and their families. [M.S. 120.17 Subd. 12(3)]
- 4.6 Develop and implement procedures which insure that each child's educational placement and program is:
- 4.6.1 Based on a review of the assessment data, teacher recommendations, parent information, and other relevant reports and information which reflect the current levels of performance for the child's intellectual, academic, sensory, physical, adaptive, vocational, social, and emotional behaviors. The information obtained from all such sources is to be documented and carefully considered. [34 CFR 104.35(c)(1-2); 34 CFR 300.346(a); 34 CFR 300.533(a)(1-2); M.R. 3525.2900 Subp. 1.B., 2.C.; SEA Policy]
- Upon completion of the review, the staffing team shall:
- (a) First, determine the child's special education and related service needs, i.e., those needs of the child which cannot be met through regular education programming. The term special education includes vocational education if it consists of specially designed instruction to meet the unique needs of handicapped children. [34 CFR 300.14(a)(3); M.R. 3525.2900 Subp. 3.A.]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- (b) Second, develop annual goals and instructional objectives for each need area with accompanying objective criteria for attainment. [34 CFR 300.346(b),(e); M.R. 3525.2900 Subp. 3.B.]
- (c) Third, determine those special education services and related services which are to be provided the child. [34 CFR 300.346(c); M.R. 3525.2900 Subp. 3.D.]
- (d) Fourth, determine the extent to which the child will be able to participate in regular educational programs and what changes need to be made in staffing, transportation, facilities, curriculum, methods, materials, equipment, and other educational services to facilitate that participation. [34 CFR 300.346(c); M.R. 3525.2900 Subp. 3.E.]
- (e) Fifth, determine the location at which and the amount of time within which special education and related services will be provided to the child. The staffing team shall then select the date on which the provision of services will begin, the anticipated duration of services, and the personnel who will provide the services. [34 CFR 300.346(d); M.R. 3525.2900 Subp. 3.D.]

- 4.6.2 Based on the principles of the least restrictive environment, the requirement of nondiscrimination, and recognized professional standards. [P.L. 98-524, Title II, Part A, Sec. 204(a)(3)(A); 34 CFR 104.35(c)(4); 34 CFR 300.533(a)(4); M.R. 3525.0200 Subp. 10. and 17a.; M.R. 3525.2900 Subp. 1.C., 2.B., 3.]

The principles of the least restrictive environment require each district to develop and implement procedures which insure that:

- (a) To the maximum extent appropriate, handicapped children, including children in public and private institutions and other care facilities, are educated with nonhandicapped children. [34 CFR 104.34(a); 34 CFR 300.550(b)(1); M.S. 120.17 Subd. 3a(c); M.R. 3525.0400]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- (b) In providing or arranging for the provision of nonacademic and extracurricular services and activities each handicapped child participates with nonhandicapped children in those services and activities to the maximum extent appropriate to the needs of that child. [34 CFR 104.34(b); 34 CFR 104.37; 34 CFR 300.553; M.R. 3525.2900 Subp. 3.F.]
- (c) Special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature of the severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Furthermore, there must be an indication that the child will be better served outside of the regular program. [34 CFR 104.34(a); 34 CFR 300.550(b)(2); M.S. 120.17 Subd. 3a(d); M.R. 3525.0400]
- (d) A continuum of alternative placements is available to meet the needs of handicapped children for special education and related services. This continuum must: [34 CFR 300.551; M.S. 120.17 Subd. 2; M.R. 3525.2340 Subp. 1.,2.]
 - (1) Include the following alternative placements: instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
 - (2) Make provision for supplementary services (such as a resource room or itinerant instruction) to be provided in conjunction with regular class placement.
- (e) The various alternative placements included under 4.6.2(d) above are available to the extent necessary to implement the child's IEP. [34 CFR 300.552(b)]
- (f) Unless a handicapped child's IEP requires some other arrangement, the child is educated in the school which he or she would normally attend if not handicapped. [34 CFR 104.34(a); 34 CFR 300.552(c)]
- (g) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or quality of services which he or she needs. [34 CFR 300.552(d)]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

(NOTE: It is stated in the Comment section under 34 CFR 300.552 that "...it should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other children is significantly impaired, the needs of the handicapped child cannot be met in that environment.")

- (h) Each handicapped child's educational placement:
 - (1) Is determined at least annually. [34 CFR 300.552(a)(1)]
 - (2) Is based on his or her IEP. [34 CFR 300.552(a)(2)]
 - (3) Is as close as possible to the child's home. [34 CFR 104.34(a); 34 CFR 300.552(a)(3)]
- (i) Placement decisions are not based on any of the following factors used alone or in combination: [Federal Policy]
 - (1) Category of handicapping condition.
 - (2) Configuration of service delivery system.
 - (3) Availability of educational or related services.
 - (4) Availability of space.
 - (5) Curriculum content or methods of curriculum delivery.
- (j) When a handicapped child is placed in other than a regular classroom, a chronologically age appropriate placement should be provided. [Federal Policy]

4.7 Develop and implement procedures which insure that the individualized educational program plan written for each handicapped child includes:

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4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- 4.7.1 The names of the persons on the staffing team, which include a school administrator or designee, the child's regular classroom teacher, appropriate special education personnel, other support personnel, other individuals at the discretion of the parent or district, the parent, and, when appropriate, the student. [34 CFR 300.344; M.R. 3525.2900 Subp. 1.A., 3.A.]
- 4.7.2 A statement of the child's present levels of educational performance. [34 CFR 300.346(a)]
- 4.7.3 A description of the special education and related service needs of the child. [M.R. 3525.2900 Subp. 3.A.]
- 4.7.4 A statement of annual goals and short-term instructional objectives. [34 CFR 300.346(b); M.R. 3525.2900 Subp. 3.B.]
- 4.7.5 Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved. [34 CFR 300.346(e); M.R. 3525.2900 Subp. 3.B.]
- 4.7.6 The plan for, location of, and frequency of periodic review of the progress in reaching the prescribed educational goals and objectives. [M.R. 3525.2900 Subp. 3.C.]
- 4.7.7 The reasons for the type of educational placement and program including:
 - (a) Type of special education and related services to be provided. [34 CFR 300.346(c); M.R. 3525.2900 Subp. 3.D.]
 - (b) The location. [M.R. 3525.2900 Subp. 3.D.]
 - (c) The amount of time. [M.R. 3525.2900 Subp. 3.D.]
 - (d) The starting date. [34 CFR 300.346(d); M.R. 3525.2900 Subp. 3.D.]
 - (e) The anticipated duration of the services. [34 CFR 300.346(d); M.R. 3525.2900 Subp. 3.D.]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- (f) The names and school telephone numbers of those personnel responsible for providing the special education services. [M.R. 3525.2900 Subp. 3.D.]
- (g) Substantiation of why the proposed action is most appropriate in terms of the child's educational needs and of the principle of the least restrictive environment. [M.R. 3525.2900 Subp. 3.D.]
- 4.7.8 Changes in staffing, transportation, facilities, curriculum, methods, materials, equipment, and other educational services that will be made to permit successful accommodation of the child in the least restrictive environment. [M.R. 3525.2900 Subp. 3.E.]
- 4.7.9 A description of the educational activities in which the child will participate in environments which include nonhandicapped children if the child is placed primarily in a special education program. [34 CFR 300.346(c); M.R. 3525.2900 Subp. 3.F.]
- 4.8 Develop and implement procedures which insure that each handicapped child's individual educational program plan is:
 - 4.8.1 Implemented as soon as possible following the team meetings required under 34 CFR 300.343(a) (See 4.2.2). [34 CFR 300.342(b)(2)]
 - 4.8.2 In effect before special education and related services are provided a child. [34 CFR 300.342(b)(1)]
 - 4.8.3 In effect at the beginning of each school year. [34 CFR 300.342(a)]
- 4.9 Serve parents with formal written notice: (See 8.4 for the content requirements of the notice.)
 - 4.9.1 Prior to initiating or changing or refusing to initiate or change a child's level of educational placement as defined in the "Continuum of Placement Model." [34 CFR 300.504(a)(1-2); 34 CFR 300.551(a),(b)(1-2); M.S. 120.17 Subd. 3b(a)(2); M.R. 3525.2340 Subp. 1.,2.; M.R. 3525.2900 Subp. 5.; M.R. 3525.3600]
 - 4.9.2 Prior to initiating or significantly changing or refusing to initiate or significantly change the special education services for a child. [34 CFR 300.504(a)(1-2); M.S. 120.17 Subd. 3b(a)(3); M.R. 3525.2900 Subp. 5.; M.R. 3525.3600]

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- 4.9.3 Within ten days after completion of the IEP and/or the refusal to initiate or change a child's educational placement or special education services. [M.R. 3525.2900 Subp. 5.]
- 4.10 Obtain written parental consent prior to the initial placement of a handicapped child in a program providing special education and related services. [34 CFR 300.504 (b)(ii); M.S. 120.17 Subd. 3b(b); M.R. 3525.0200 Subp. 8a.; M.R. 3525.3600 B.]
- 4.11 Provide copies of the written IEP to:
 - 4.11.1 The parents. [34 CFR 300.345(f); M.R. 3525.3600 A.]
 - 4.11.2 The resident district if different from the providing district. [M.R. 3525.2900 Subp. 2.A.]
 - 4.11.3 All service providers.*
 - 4.11.4 All team members.*
- 4.12 Develop and implement procedures which insure that a periodic review of the individual educational program plan is conducted at least once a year and is made by those persons directly responsible for implementing it and others needed to insure an informed and adequate review. The results of the periodic review shall be included in the child's school records and a copy sent to the resident district if different from the providing district. The periodic review written for each handicapped child shall include: [M.R. 3525.3000]
 - 4.12.1 The degree to which the periodic review objectives as identified in the educational program plan are being achieved.
 - 4.12.2 The appropriateness of the educational program plan as it relates to the child's current needs.
 - 4.12.3 What modifications, if any, need be made in the program plan.
 - 4.12.4 A notification to parents or resident district that they may request a conference to review the child's program plan at any time and the procedure to do so.

*Best Practice

Standards: Individual Program Planning

4.0 INDIVIDUAL PROGRAM PLANNING

STANDARDS

- 4.13 Develop and implement procedures which insure that a follow-up review of each child's current performance is conducted no later than 12 calendar months after special education services are discontinued to determine if progress is satisfactory. [M.R. 3525.3100]

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

Instructional delivery of programs is the system the district uses to insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services. Programs may have categorical or non-categorical labels.

STANDARDS

- 5.1 Develop and implement procedures which insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services. [34 CFR 300.551; M.S. 120.17 Subd. 2; M.R. 3525.2340 Subp. 1.,2.] See Exhibit 5.0A on the next page for descriptions of the levels of service.

HANDICAP	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec
Speech/Language Impairment												
Specific Learning Disability												
Mental Handicap												
Mild-Moderate												
Moderate-Severe												
Emotional/Behavioral Disorder												
Autism												
Hearing Impairment												
Visual Handicap												
Deaf/Blind Handicap												
Physical Handicap												
Other Health Impairment												
Early Childhood												
Birth to 3												
3 to 7												

Directions: Insert the appropriate letter on the continuum that describes the program option and location of your agency's alternative placements. Formal written agreements must actually be in place whether or not children are actually placed in C, D, E and F.

- | | |
|---|---|
| A. Program is in every building within district. | D. This is a regional program (more than one cooperative). |
| B. Program is in at least one building within district. | E. Program is in other areas within the State of Minnesota. |
| C. This is a cooperative program. | F. Program is outside the State of Minnesota. |

Standards: Instructional Delivery/Programs

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

EXHIBIT 5.0A

School-Age Levels of Service [M.R. 3525.2340 Subp. 2.(A.-F.)]

- Level 1. In level 1, a nonhandicapped child is placed in a regular classroom and does not receive special education or is not enrolled in school. This level includes assessment services, monitoring, observations, and follow-up.
- Level 2. In level 2, a child is placed in a regular classroom. Instruction and related services are provided indirectly through the regular teacher, special education teachers, parents, or other persons who have direct contact with the child. The consultation and indirect services include ongoing progress review; cooperative planning; demonstration teaching; modification and adaptation of the curriculum, supportive materials, and equipment; and direct contact with the child for monitoring, observation or follow-up.
- Level 3. In level 3, a child receives direct instruction from a special education teacher or related services from a related services staff member for less than one-half of the day. Consultation and indirect services are included.
- Level 4. In level 4, a child receives direct instruction from a special education teacher for one-half day to less than full time. Consultation and indirect services are included.
- Level 5. In level 5, a child receives full-time direct instruction from a special education teacher within a district building, day school, or special station or facility. Integrated activities solely for socialization or enrichment, and related services are excluded when determining full time. Consultation and indirect services are included.
- Level 6. In level 6, a child is placed in a residential facility and receives direct instruction from a teacher. Consultation and indirect services are included.

Early Childhood Program Alternatives [M.R. 3525.2330 Subp. 2.(A.-C.)]

- A. A consultation and indirect services program includes ongoing progress review, cooperative planning, demonstration teaching, modification and adaptation of the curriculum, supportive materials, and equipment. The services are provided to teachers, related services staff, support staff, parents, and public and nonpublic agencies to the extent that the services are related to the child's special education.
- B. In a center-based program, a child is enrolled in a district-operated center and receives instruction and related services at the center.
- C. In a home-based program, a child receives special education in the home.

Standards: Instructional Delivery/Programs

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.2 Develop and implement procedures which insure the provision of related services as are required to assist handicapped children to benefit from special education. The term, related services, includes: [34 CFR 300.13(a),(b)(1-13); M.R. 3525.0200 Subp. 18b.]
- 5.2.1 Audiology.
 - 5.2.2 Counseling services.
 - 5.2.3 Early identification and assessment of disabilities in children.
 - 5.2.4 Medical services for diagnostic or evaluation purposes.
 - 5.2.5 Occupational therapy.
 - 5.2.6 Parent counseling and training.
 - 5.2.7 Physical therapy.
 - 5.2.8 Psychological services.
 - 5.2.9 Recreation.
 - 5.2.10 School health services.
 - 5.2.11 Social work services in the schools.
 - 5.2.12 Transportation.
- 5.3 Develop and implement procedures which insure the provision of support services as are required to assist handicapped children to benefit from special education and related services. The term, support services, includes: [M.R. 3525.0200 Subp. 23]
- 5.3.1 Braillists.
 - 5.3.2 Interpreter services.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.3.3 Management aides.
- 5.3.4 Other similar services.
- 5.4 Develop and implement procedures which provide that the size of each teacher's case load is contingent upon that teacher's ability to provide all of the services delineated in each child's IEP.*
- 5.5 Develop and implement procedures which insure that the following maximum case load requirements for school-age levels of service 4, 5 and 6 are not exceeded: [M.R. 3525.2340 Subp. 3.]

5.5.1 Level 4 Case load

- | | |
|--|----|
| (a) Deaf/blind, autistic, or severely multiply handicapped. | 3 |
| (1) with one aide. | 6 |
| (b) Mildly mentally handicapped or specific learning disabled. | 12 |
| (1) with one aide. | 15 |
| (c) All other disabilities. | 8 |
| (1) with one aide. | 10 |
| (2) with two aides. | 12 |

5.5.2 Levels 5 and 6

- | | |
|---|---|
| (a) Deaf/blind, autistic, or severely multiply handicapped. | |
| (1) with one aide. | 4 |
| (2) with two aides. | 6 |
| (b) All other disabilities. | |
| (1) with one aide. | 8 |

*Best Practice

Standards: Instructional Delivery/Programs

3.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.6 Develop and implement procedures which insure that case loads for the early childhood "Consultation and Indirect Services Program Model" do not exceed 24 children per staff member. [M.R. 3525.2330 Subp. 3.]
- 5.7 Develop and implement procedures which insure that case loads for the early childhood "Center-based Program Model" in a district operated center do not exceed: [M.R. 3525.2330 Subp. 3.]
- 5.7.1 Deaf/blind, autistic, or severely multiply-handicapped.
- (a) One class with one aide - 4 children.
 - (b) One class with two aides - 6 children.
 - (c) More than one class with one aide - 8 children.
 - (d) More than one class with two aides - 12 children.
- 5.7.2 All other disabilities.
- (a) One class with one aide - 8 children.
 - (b) More than one class with one aide - 16 children.
- (NOTE: Minnesota Rules, Part 3525.2330, Subp. 4., provides that a district may assign one full-time teacher, one full-time related services staff member, and one full-time aide as a team per class in an early childhood center-based program. Other related and support services shall also be provided as appropriate. The district may assign for one class not more than an average of eight children per teacher and related service staff nor more than 16 children to an individual team.)
- 5.8 Develop and implement procedures which insure that case loads for the early childhood "Home-based Program Model" do not exceed 12 children per staff member. [M.R. 3525.2380 Subp. 3.]
- 5.9 Develop and implement procedures for reducing case loads to the extent necessary, to insure the provision of services delineated in each child's IEP, if a teacher: [M.R. 3525.2380 Subp. 3. (A.-D.)]

Standards: Instructional Delivery/Programs

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.9.1 Is assigned more than one early childhood program alternative.
- 5.9.2 Is assigned to children in more than one level of service.
- 5.9.3 Is serving children representing a significant range in severity of problems.
- 5.9.4 Is providing instruction at more than one building.
- 5.10 A district may institute "Single Disability Case Management Services". Case management may include: initial screening and assessment; development, coordination, and implementation of the individual IEP; compliance with procedural requirements; communication coordination among home, regular and special education programs; placement facilitation; and coordination and scheduling of team meetings, periodic reviews, and follow-up reviews. It does not include direct instruction to children. The district: [M.R. 3525.2360 Subp. 1.-4.]
 - 5.10.1 May assign a teacher to perform case management for school-age children who are in levels 3, 4, 5, and 6 services and who all have the same disability.
 - 5.10.2 May assign one case management teacher and up to five teachers as a team. All teachers shall be licensed in the same disability.
 - 5.10.3 May not assign a total case load to the team which exceeds the case loads at the appropriate level of service as set forth in part 3525.2340, Subp. 3. (see 5.5), times the full-time teachers assigned to the team.
- 5.11 A district may institute "Multidisability Team Teaching." The district, in Multidisability Team Teaching, may assign one or more full-time teachers and up to an equal number of full-time related services staff as a team to provide instruction and related services to school-age children. Other related and support services shall also be provided as appropriate. Children may receive instruction and related services from any or all of the team members with appropriate skills. Team teaching may be implemented in one or more levels of services. The district shall insure that: [M.R. 3525.2350 Subp. 1.-5.]

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.11.1 The team has a teacher who is licensed in the disability area of each child served by the team. The team member licensed in a child's disability shall be responsible for that child's reassessment, IEP development and coordination, periodic and annual reviews, and ongoing consultation and indirect services to the teacher providing instruction.
- 5.11.2 Each child's IEP includes (1) the frequency and progress documentation of the specific consultation and indirect services provided by the team member licensed in the child's disability to the teacher providing instruction and (2) the instruction and related services provided by each team member.
- 5.11.3 The total case load assigned to the team shall not exceed the case loads at the appropriate level of services set forth in part 3525.2340 Subp. 3. (see 5.5), times the full-time teachers and related services staff persons assigned to the team. In counting the total case load for the team, case loads for speech and language handicapped and developmental adaptive physical education shall be excluded.
- 5.12 The district shall be exempted from the case load requirements for level 4 services when a Pupil Performance Plan approved by the State Board of Education or its designee is being implemented. The plan must contain all of the following: [M.R. 3525.2370 (A.-C.)]
 - 5.12.1 Development of IEP's for all pupils in level 4 based on districtwide performance expectations for all handicapped and nonhandicapped pupils.
 - 5.12.2 Implementation of a system to measure ongoing pupil performance with individual pupil performance being reviewed at least monthly.
 - 5.12.3 Criteria for the modification of instruction, related services, and support services to meet the changing pupil needs indicated in the pupil performance measurement system.
- 5.13 Develop and implement procedures which insure that each qualified handicapped child between the ages of three to twenty-one who is residing in the district's jurisdiction is provided a free appropriate public education. [34 CFR 104.33; 34 CFR 300.1(a); 34 CFR 300.4; 34 CFR 300.121(a); 34 CFR 300.122; 34 CFR 300.300; M.S. 120.17 Subd. 1., 3a(a); M.R. 3525.0300]

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.13.1 The provision of an appropriate education is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of handicapped children as adequately as the needs of nonhandicapped children are met. [34 CFR 104.33(b)(1)]
- (a) The hearing aids worn by deaf and hard of hearing children are to be functioning properly. [34 CFR 300.303]
 - (b) Handicapped children are to have available to them the variety of educational programs and services available to nonhandicapped children in the area served by the district, including: [34 CFR 104.34(a); 34 CFR 300.305; M.R. 3500.0500 Subp. 1.; M.R. 3500.1100 Subp. 1.; M.R. 3500.1600 Subp. 1.; M.R. 3500.1900 Subp. 1.; M.R. 3500.2000 Subp. 1.; M.R. 3500.2100 Subp. 1.]
 - (1) Art.
 - (2) Music.
 - (3) Industrial arts.
 - (4) Consumer and homemaking education.
 - (5) Vocational education.
 - (c) Nonacademic and extracurricular services and activities are to be provided in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities may include: [34 CFR 104.34(b); 34 CFR 104.37(a)(1-2),(b); 34 CFR 300.306(a),(b); M.R. 3500.0500 Subp. 2.]
 - (1) Counseling services.
 - (2) Athletics.
 - (3) Transportation.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- (4) Health services.
- (5) Recreational activities.
- (6) Special interest groups or clubs sponsored by the district.
- (7) Referrals to agencies which provide assistance to handicapped persons.
- (8) Employment of students, including:
 - (i) Employment by the district.
 - (ii) Assistance in making outside employment available.
- (d) Physical education services, specifically designed if necessary, must be made available to every handicapped child receiving a free appropriate public education. [34 CFR 104.37(c)(1-2); 34 CFR 300.307(a); M.S. 126.02 Subd. 1.; M.R. 3500.1100 Subp. 1.; M.R. 3500.1600 Subp. 1.; M.R. 3500.1900 Subp. 1.; M.R. 3500.2000 Subp. 1.; M.R. 3500.2100 Subp. 1.]
 - (1) Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless: [34 CFR 300.307(b)(1-2)]
 - (i) The child is enrolled full-time in a separate facility.
 - (ii) The child needs specifically designed physical education, as prescribed in the child's individualized educational program.
 - (2) If specially designed physical education is prescribed in the child's individual educational program, the district responsible for the education of that child shall provide the services directly or make arrangements for it to be provided through other public or private programs. [34 CFR 300.307(c)]

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.13.2 The provision of a free education is the provision of educational and related services without cost to the handicapped child or to his parents or guardian, except for those fees that are imposed on nonhandicapped children or their parents or guardian. [34 CFR 104.33(c)(1)]
- (a) If the district places a handicapped child in or refers such child to a program not operated by the district, the district shall insure that adequate transportation to and from the program is provided at no greater cost than would be incurred by the child or his or her parents or guardian if the child were placed in a program operated by the district. [34 CFR 104.33(c)(2); M.S. 120.17 Subd. 4]
- (b) If placement in a public or private residential program is necessary to provide special education and related services to a handicapped child, the program, including non-medical care and room and board, must be at no cost to the parents of the child. [34 CFR 104.33(c)(3); 34 CFR 300.302; M.S. 120.17 Subd. 4]
- 5.14 Develop and implement procedures which insure that the district's interagency early learning committee (see 10.1) identifies current services being provided within the community for handicapped children under the age of five and their families. [M.R. 120.17 Subd. 12]
- 5.15 Develop and implement procedures which insure that handicapped children from age three to five and their families are provided special instruction and services appropriate to the child's level of functioning and needs. [M.S. 120.17 Subd. 3a(b)]
- 5.16 Develop and implement procedures which insure that any deviation from the normal school day for any handicapped child has been approved by the Commissioner of Education. (M.R. 3525.2300)
- 5.17 Develop and implement suspension, exclusion, and expulsion procedures that shall apply to all handicapped children.
- 5.17.1 An IEP team meeting shall be held within five school days of a child's suspension. The team shall: [M.R. 3525.2470 Subp. 2.(A.-C.)]
- (a) Determine whether the misconduct is related to the handicapping condition.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- (b) Review any assessments and determine the need for further assessments.
 - (c) Review the IEP and amend goals and objectives or develop an alternative IEP program.
- 5.17.2 An IEP team meeting shall be held prior to the exclusion or expulsion of a handicapped child. Through a team meeting and the IEP, a child may be placed in a more restrictive alternative but shall not be excluded or expelled when the misconduct is related to the child's handicapping condition. When it is determined in a team meeting that a child's misconduct is related to the child's handicapping condition, then the assessment, IEP, and least restrictive alternative shall be reviewed. [M.R. 3525.2470 Subp. 3.]
- 5.17.3 The Minnesota Pupil Fair Dismissal Act shall apply to all handicapped and nonhandicapped children. [M.R. 3525.2470 Subp. 1.]
- 5.18 Develop and implement the following procedures for nonresident handicapped children:
- 5.18.1 When a school district provides instruction and services outside the district of residence, board and lodging, and any tuition to be paid, shall be paid by the district of residence. The tuition rate to be charged for any handicapped child shall be the actual cost of providing special instruction and services to the child including a proportionate amount for capital outlay and debt service but not including any amount for transportation, minus the amount of special aid for handicapped children received on behalf of that child. If the boards involved do not agree upon the tuition rate, either board may apply to the Commissioner of Education to fix the rate. The Commissioner shall then set a date for a hearing, giving each board at least ten days' notice, and after the hearing the Commissioner shall make his or her order fixing the tuition rate, which shall be binding on both school districts. [M.S. 120.17 Subd. 4]
- 5.18.2 When a district provides instruction and services in a day program outside the district of residence, the district of residence shall be responsible for providing transportation. When a district provides instruction and services requiring board and lodging or placement in a residential program outside the district of residence, the nonresident district in which the child is placed shall be responsible for providing transportation. Transportation costs shall be paid by the district responsible for providing transportation and the state shall pay transportation aid to that district. [M.S. 120.17 Subd. 4]

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.18.3 For the purposes of this section, any school district may enter into an agreement, upon terms and conditions which are mutually agreed upon, to provide special instruction and services for handicapped children. In that event, one of the participating units may employ and contract with necessary qualified personnel to offer services in the several districts. Each participating unit shall reimburse the employing unit a proportionate amount of the actual cost of providing the special instruction and services, less the amount of state special education aid, which shall be claimed in full by the employing district. [M.S. 120.17 Subd. 4]
- 5.19 Develop and implement procedures which insure that no resident of a district who is eligible for special instruction and services pursuant to this section shall be denied provision of this instruction and service because he or she attends a public school in another school district pursuant to Minnesota Statute section 123.39, subdivision 5, if his or her attendance is not subject to Minnesota Statute, section 120.075, 120.0751, or 120.0752. If the child attends a public school located in a contiguous district and the district of attendance does not provide special instruction and services, the district of residence shall provide necessary transportation for the child between the boundary of the district of residence and the educational facility where special instruction and services are provided within the district of residence. The district of residence may provide necessary transportation for the child between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the boundary of the district of residence. [M.S. 120.17 Subd. 4a]
- 5.20 Develop and implement procedures which insure that parents of a handicapped child are not prevented from sending such child to a school of their choice, if they elect, subject to admission standards and policies to be adopted pursuant to the provisions of Minnesota Statutes, sections 128A.01 to 128A.07, and all other provisions of Minnesota Statutes, chapters 120 to 129. [M.S. 120.17 Subd. 5]
- 5.21 Develop and implement procedures which insure the provision of special education instruction and related services when a handicapped child is placed in a facility or home for care and treatment.
- 5.21.1 The services must be provided: [M.R. 3525.2320 Subp. 1. A. and B.]
- (a) To a child who is prevented from attending the usual school site or is other health impaired and predicted by the team to be absent from the usual school site for 15 intermittent days.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- (b) As required by the child's IEP and to the extent that treatment considerations allow the child to participate.
 - (c) For each day the child would otherwise attend the usual school site.
- 5.21.2 The team must predict how long the child will be restricted, because of treatment, from leaving the facility or home on a daily basis. If the team's prediction: [M.R. 3525.2320 Subp. 2.,3.]
- (a) Is for a restricted period of more than 175 days or its equivalent, exclusive of summer school, an average of at least three hours of services must be provided.
 - (b) Is for a restricted period of 175 days, or its equivalent, exclusive of summer school, or shorter, an average of at least one hour of services must be provided.
 - (c) Is that a pupil can benefit from an average of more than three hours of services, it must consider placement at a school site.
- 5.21.3 The placing agency or providing district shall hold an IEP team meeting as soon as possible after a handicapped child has been placed for care and treatment and shall: [M.R. 3525.2320 Subp. 5.]
- (a) Comply with the due process procedures of Minnesota Rules, parts 3525.2500 to 3525.4700.
 - (b) Provide written notice of the meeting to at least the following persons:
 - (1) The person or agency placing the child.
 - (2) The resident district.
 - (3) The appropriate teachers and related services staff from the providing district.
 - (4) The parents.
 - (5) The child, when appropriate.

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5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- (c) Develop an IEP which includes the provisions of Minnesota Rules, part 3525.2900. Subp. 3. (see 4.7) and the coordination of the care and treatment and the instruction and related services.
- 5.21.4 When possible, a notice of discharge from the facility and anticipated return to the resident district shall be given by the providing district to the resident district. [M.R. 3525.2320 Subp. 7.]
- 5.21.5 Nonhandicapped children who are anticipated to be absent 15 consecutive or intermittent days or more and are suspected to have a handicapping condition shall receive an assessment. [M.R. 3525.2320 Subp. 9.]
- 5.21.6 When regular education, special education, and related services are provided a handicapped child, only the special education and related services portions shall be reimbursed with special education aid. When placement is made by a noneducational agency, the cost of care and treatment for which a child is placed shall not be reimbursed with special education aid, nor is such expense assessable against the resident district. [M.R. 3525.2320 Subp. 8.]
- 5.22 Develop and implement procedures which insure that the responsibility for special instruction and services for a handicapped child placed in another district for care and treatment is determined in the following manner: [M.S. 120.17 Subd. 6(a)-(d)]
- 5.22.1 The school district of residence of a child shall be the district in which his parent resides, if living, or his guardian, or the district designated by the Commissioner of Education if neither parent nor guardian is living within the state.
- 5.22.2 When a child is temporarily placed for care and treatment in a day program located in another district and the child continues to live within the district of residence during the care and treatment, the district of residence is responsible for providing transportation and an appropriate educational program for the child. The district may provide the educational program at a school within the district of residence, at the child's residence, or in the district in which the day treatment center is located by paying tuition to that district.

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.22.3 When a child is temporarily placed in a residential program for care and treatment, the nonresident district in which the child is placed is responsible for providing an appropriate educational program for the child and necessary transportation within the district while the child is attending the educational program; and shall bill the district of the child's residence for the actual cost of providing the program, as outlined in Minnesota Statutes, subdivision 4, except that the board, lodging, and treatment costs incurred in behalf of a handicapped child placed outside of the school district of his residence by the Commissioner of Human Services or the Commissioner of Corrections or their agents, for reasons other than for making provision for his special educational needs, shall not become the responsibility of either the district providing the instruction or the district of the child's residence.
- 5.22.4 The district of residence shall pay tuition and other program costs, not including transportation costs, to the district providing the instruction and services. The district of residence may claim foundation aid for the child as provided by law. Transportation costs shall be paid by the district responsible for providing the transportation and the state shall pay transportation aid to that district.
- 5.23 Develop and implement procedures which insure that the primary responsibility for the education of a handicapped child shall remain with the district of the child's residence regardless of the method or location of instruction or training and services which is used. [M.S. 120.17 Subd. 2]
- 5.24 Develop and implement procedures for evaluating the effectiveness of programs in meeting the educational needs of handicapped children and provide evidence that the results of the evaluation are utilized. The evaluation shall: [34 CFR 300.146]
- 5.24.1 Be done at least annually.
- 5.24.2 Address each special education program.
- 5.24.3 Include methods for determining program effectiveness including data obtained from the evaluation of children's individual educational programs.
- 5.24.4 Include procedures for the collection of the data.

Standards: Instructional Delivery/Programs

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

STANDARDS

- 5.25 A district is encouraged to collect data on where each special education child goes after he or she leaves the district's secondary education system.*

*Best Practice

Standards: Instructional Delivery/Programs

9-86

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A5-16

WORKSHEET

5.0 INSTRUCTIONAL DELIVERY/PROGRAMS

Complete one form for each program and/or related service being provided. Programs may have categorical or noncategorical labels.

Title of Program _____

[illegible]

Standards: Instructional Delivery/Programs

6.0 STAFF

STANDARDS

- 6.1 Develop and implement procedures which insure that a person has met state educational agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services. [34 CFR 300.12]
- 6.1.1 Teachers. Every teacher shall hold a license appropriate to the handicapping condition of the pupil taught except as a designated in Minnesota Rules, Part 3525.2350. [M.R. 3525.1500 Subp. 1.]
- 6.1.2 Directors. Every director and assistant director shall hold an appropriate supervisory license for general special education or supervisory license for one or more program areas. [M.R. 3525.1500 Subp. 2.]
- 6.1.3 Other supervisory personnel. Every supervisor shall hold either an appropriate supervisory license for one or more program areas coordinated or supervised, or an appropriate license for general special education supervision. [M.R. 3525.1500 Subp. 3.]
- 6.1.4 Related services staff. Every related services staff member shall hold an appropriate license issued by the Board of Teaching or the State Board of Education. When such license is not available, related services staff shall meet recognized professional standards which shall be documented by the district. [M.R. 3525.1500 Subp. 4.]
- 6.1.5 Contracted services. When contracting for assessments, instruction, or related services, a district shall contract with personnel who hold licenses issued by the Board of Teaching or State Board of Education. If either board does not issue a license for a necessary related service, the district shall contract with personnel who are members in good standing of professional organizations which regulate the conduct of its members and set standards for that profession. [M.R. 3525.1550]
- 6.2 A district may apply to the Commissioner of Education and the Commissioner shall grant a variance from Minnesota Rules, Part 3525.1500, Subparts 1. to 3. (see 6.1) with regard to its employees for one year or less when: [M.R. 3525.1510 Subp. A.,B.]
- 6.2.1 The district has made documented attempts to employ an appropriately licensed person and none are available.

Standards: Staff

6.0 STAFF

STANDARDS

6.2.2 The person who will be employed holds any license issued by the Board of Teaching or the State Board of Education.

6.3 Develop and implement procedures which insure that the district employs, either singly or cooperatively, a director of special education to be responsible for program development, coordination, and evaluation; inservice training; and general special education supervision and administration in the district's total special education system. Cooperative employment of a director may be through a host district, joint powers agreement, or an educational cooperative service unit. [M.R. 3525.2405 Subp. 1.]

6.3.1 A full time director shall be reimbursed if: [M.R. 3525.2405 Subp. 2.A.-D.]

- (a) A single district has 5,000 or more children enrolled in public and nonpublic schools and is not a member of a cooperative.
- (b) Two or more districts with a combined enrollment of 4,000 or more children in public and nonpublic schools form a cooperative.
- (c) Eight or more districts, regardless of the number of children enrolled in public and nonpublic schools, form a cooperative.
- (d) The district is numbered 287, 916, 917 or another similarly legislated multidistrict.

6.3.2 A part-time director shall be reimbursed if: [M.R. 3525.2405 Subp. 3.]

- (a) Seven or fewer districts with a combined enrollment of less than 4,000 children in public and nonpublic schools form a cooperative.
- (b) A single district has a public and nonpublic enrollment of less than 5,000 children and is not a member of a cooperative.
- (c) There is a minimum enrollment of 2,000 children in both public and nonpublic schools within the district/cooperative or five to seven districts form a cooperative regardless of the number of children.

6.0 STAFF

STANDARDS

- (d) A part-time director is assigned duties other than direct instruction for unreimbursed time.

(NOTE: The maximum reimbursement for a part-time director shall equal the ratio of the actual enrollment to 5,000 within a district or 4,000 in a group of cooperating districts, as applicable, but not less than one-half.)

- 6.4 District's which employ full-time directors may employ and receive reimbursement for assistant directors of special education to assist in program supervision, development, coordination, and evaluation; and inservice training in the district's total special education system. [M.R. 3525.2410]
- 6.5 District's may employ and receive reimbursement for supervisors to coordinate or supervise program development, evaluation, and implementation; and inservice training. [M.R. 3525.2415]
- 6.6 Develop and implement procedures which insure that a "management aide" or "aide" assists in the provision of special education under the direct supervision of regular teachers, special education teacher or related services staff. The primary responsibilities of an aide are to provide physical management and to implement child behavior management techniques as determined by the team staff. This person may also provide incidental follow-up instruction and training in conjunction with the primary responsibilities. [M.R. 3525.0200 Subp. 9a.]
- 6.7 A district should regularly develop procedures to update position descriptions for all special education personnel.*
- 6.7.1 Each supervisory area.
- 6.7.2 Each disability area.
- 6.7.3 Each related service area.
- 6.7.4 Each support service area.
- 6.8 A district may develop procedures for and operationalize a performance appraisal system.*

*Best Practice

Standards: Staff

6.0 STAFF

STANDARDS

- c.9 A district may develop procedures to identify clearly supervision relationships for all special education personnel.*
- c.10 A district may develop procedures to coordinate with a licensing agencies to facilitate staffing needs.*
- c.11 A district may develop procedures which outline standards to assure that appropriately licensed staff are conducting special education activities, such as assessments, serving on team meetings, and providing service.*

*Best Practice

Standards: Staff

7.0 PHYSICAL PLANT

Physical plant refers to the actual location of schools and classrooms and the settings of classrooms within their school which allow handicapped children accessibility of programs and interactions with nonhandicapped children.

STANDARDS

- 7.1 Develop and implement procedures which insure that the classrooms and other facilities in which handicapped children receive instruction, related services, and support services shall: [M.R. 3525.1400]
 - 7.1.1 Be accessible as defined in Code of Federal Regulations, title 34, section 104.22(a). (NOTE: Section 104.22(a) does not require a district to make each of its existing facilities or every part of a facility accessible to and usable by handicapped children. Each program or activity, when viewed in its entirety, must be made readily accessible to handicapped children.)
 - 7.1.2 Be essentially equivalent to the regular education program (NOTE: Code of Federal Regulations, title 34, section 104.34(c), provides that if a district operates a facility that is identifiable as being for handicapped children, the district shall insure that the facility and the activities and services provided therein are comparable to the other facilities, services, and activities of the district.)
 - 7.1.3 Provide an atmosphere that is conducive to learning.
 - 7.1.4 Meet the children's special physical, sensory, and emotional needs.
- 7.2 A district may develop procedures and a process to examine buildings to check which classrooms meet the standards of local and state building codes.*

*Best Practice

Standards: Physical Plant

8.) PARENT INVOLVEMENT/DUE PROCESS

Parent involvement refers to the parental rights and responsibilities, according to state and federal rules and regulations, in all aspects of acquiring, developing, planning and implementing special education services for the handicapped child.

STANDARDS

- 8.1 Develop and implement procedures which insure that all notices provided parents prior to the district's proposing to initiate or change or refusing to initiate or change the identification, assessment, or educational placement of a child or the provision of a free appropriate public education to a child (see 8.3 and 8.4) are written in English and provided in the native language of the parent or other mode of communication used by the parent. [34 CFR 300.505(b)(1-2); M.R. 3525.3200]

If the native language or other mode of communication of the parent is not a written language, the district shall take steps to insure: [34 CFR 300.505(c)(1-3)]

- 8.1.1 That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication.

- 8.1.2 That the parent understands the content of the notice.

- 8.1.3 That there is written evidence that the requirements in 8.1.1 and 8.1.2 have been met.

- 8.2 Develop and implement procedures which insure that the district, for parents who are handicapped persons because of hearing, speech, or other communication disorder, or because of the inability to speak or comprehend the English language, causes all pertinent proceedings, including but not limited to the conciliation conference, the prehearing review, the hearing, and any appeal be interpreted by a qualified interpreter in a language the handicapped person understands. [M.R. 3525.3200]

- 8.3 Develop and implement procedures which insure that the notice which must be served parents prior to the district's performance of or refusal to perform a formal assessment or reassessment (see 3.1) shall:

- 8.3.1 Include a description of the action proposed or refused by the district. [34 CFR 300.505(a)(2)]

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STANDARDS

- 8.3.2 Include the reasons for the assessment or reassessment and how the results may be used or the reasons for the refusal to assess or reassess. [34 CFR 300.505(a)(2); M.R. 3525.3500 A.]
- 8.3.3 Include a description of any assessment or reassessment options: [34 CFR 300.505(a)(2)]
 - (a) The district accepted.
 - (b) The district rejected and the reasons why those options were rejected.
- 8.3.4 Include a description of each assessment or reassessment procedure, test, record, or report the district will use as a basis for the proposal or refusal. [34 CFR 300.505(a)(3)]
- 8.3.5 State where and by whom the assessment or reassessment will be conducted. [M.R. 3525.3500 C.]
- 8.3.6 Include a full explanation of the procedural safeguards available to parents (see 8.5). [34 CFR 300.505(a)(1)]
- 8.4 Develop and implement procedures which insure that the notice which must be served parents prior to the district's initiating or changing or refusing to initiate or change a child's educational placement or special education services (see 4.9) shall:
 - 8.4.1 Include a description of the action proposed or refused by the district. [34 CFR 300.505(a)(2)]
 - 8.4.2 Include an explanation of why the district proposes or refuses to take the action. [34 CFR 300.505(a)(2)]
 - 8.4.3 Include a description of any placement options: [34 CFR 300.505(a)(2)]
 - (a) The district accepted.
 - (b) The district rejected and the reasons why those options were rejected.
 - 8.4.4 Included a copy of the child's IEP (see 4.7). [M.R. 3525.3600 A.]

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STANDARDS

- 8.4.5 Include a full explanation of the procedural safeguards available to parents (see 8.5). [34 CFR 300.505(a)(1)]
- 8.5 Develop and implement procedures which insure that all notices are sufficiently detailed and precise to constitute adequate notice for hearing of the proposed action and contain a full explanation of the procedural safeguards available to parents. All notices must: [34 CFR 104.36; 34 CFR 300.505(a)(1); M.S. 120.17 3a(c); M.R. 3525.3300]
- 8.5.1 Inform the parents of their right to review and receive copies of all records or other written information regarding their child in the school's possession. [34 CFR 99.8; 34 CFR 99.11; 34 CFR 104.36; 34 CFR 300.502; 34 CFR 300.562; M.S. 13.04 Subd. 3.; M.R. 3525.3300 A.]
- 8.5.2 Inform the parents of their right and the procedure and time for them to participate as a team member in developing and determining their child's educational program, including special education services and/or to provide information relative to his or her assessment and the development of the program plan. [M.R. 3525.3300 B.]
- 8.5.3 Inform the parents of their right and the procedure and time to receive interpretations of assessment or reassessment procedures, instruments and data, or results and of the program plan from a knowledgeable school employee, and for that conference to be held in private. [M.R. 3525.3300 C.]
- 8.5.4 Inform the parents of their right and the procedure and time to have included on the team that interprets the assessment data and/or develops the individual program plans, such person(s) described in Minnesota Rules, part 3525.2900, subp. 1., including a person who is a member of the same minority or cultural background or who is knowledgeable concerning the racial, cultural, or handicapping differences of the child. [M.R. 3525.3300 D.]
- 8.5.5 Inform the parents that they may:
- (a) Obtain an independent assessment at their own expense. [34 CFR 300.503(a), (c)(1-2); M.R. 3525.3300 E.(1)]
 - (b) Request from the district information about where an independent assessment may be obtained. [34 CFR 300.503(a)(2); M.R. 3525.3300 E.(2)]

C.O PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

- (c) Obtain an independent assessment at public expense if the parent disagrees with an assessment obtained by the district. However, a district may initiate a due process hearing to show that its assessment is appropriate after at least one conciliation conference. If the final decision is in favor of the district, the parents still have the right to an independent assessment but not at public expense. Whenever an independent assessment evaluation is at public expense, the criteria under which the assessment is obtained, including the location of the assessment and the qualifications of the examiner, must be the same as the criteria which the public agency uses when it initiates an assessment. [34 CFR 300.503(c)(1-2); M.R. 3525.3300 E.(3)]
- 8.5.6 Inform the parent that if this is the first time the school district has proposed to assess their child (initial assessment) or if this is the first time the district has proposed to place their child (initial placement) in a special education program, the district must have the parents written permission to proceed. If written consent is not provided, the district will request that the parents attend a conciliation conference to address this matter. [34 CFR 300.504(b)(1)(i-ii); M.S. 120.17 Subd. 3b(b); M.R. 3525.0200 Subp. 7a., 8a.; M.R. 3525.3300 F.; M.R. 3525.3500 D.; M.R. 3525.3600 B.]
- If this is not the first assessment or first placement being proposed by this district, the district will proceed with the proposal unless the parent objects in writing within 10 days of receipt of this notice. [34 CFR 300.504(2); M.R. 3525.3300 G; M.R. 3525.3500 E.; M.R. 3525.3600 C.]
- 8.5.7 Inform the parent that if they inform the district in writing that they do not agree with the proposed assessment or placement, they will be requested to attend a conciliation conference. Also, if this is the initial assessment or placement and the parent does not respond to this notice, the district will request them to attend a conciliation conference. This conference will be at a time and place which is mutually convenient. [M.R. 3525.3300 G.]
- 8.5.8 Inform the parent that if they do not wish to participate in a conciliation conference in an effort to resolve the disagreement, they do have the right to proceed directly to an impartial due process hearing and by-pass the informal conciliation conference. Even if they do attend a conciliation conference, if they do not agree with the action proposed by the school, they always have the parents' right to a due process hearing. The conciliation process cannot be used to deny the right to a due process hearing: [34 CFR 300.506(a); M.R. 3525.3300 H.; Federally approved SEA policy]

8.0 PARENT INVOLVEMENT/DUE PROCESS

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- 8.5.9 Inform the parents that they have the right to be represented by counsel or another person of their choosing at the conciliation conference or the impartial due process hearing. [34 CFR 300.508(a)(1); M.R. 3525.3300 I.]
- 8.5.10 Inform the parents that their child's educational program will not be changed as long as the parent objects to the proposed action, in the manner prescribed by these rules. [34 CFR 300.513(a); M.R. 3525.330 J.; M.R. 3525.3900 G.]
- 8.5.11 Inform the parents of their right to be represented in preparation of and at the hearing by legal counsel or other representatives of their choice. [34 CFR 300.508(a)(1); M.R. 3525.3300 L.; M.R. 3525.4200]
- 8.5.12 Inform the parents of their right, in accordance with the laws relating to confidentiality, to examine and receive copies of the child's school records before the hearing, including tests, assessments, reports, or other information concerning the educational assessment or reassessment upon which the proposed action may be based. [34 CFR 99.8; 34 CFR 99.11; 34 CFR 104.36; 34 CFR 300.502; 34 CFR 300.562; M.S. 13.04 Subd. 3.; M.R. 3525.3300 M.; M.R. 3525.4200]
- 8.5.13 Inform the parents of their right to call their own witnesses and to present evidence, including expert medical, psychological, and educational testimony and relevant records, tests, assessments, reports, or other information. [M.R. 3525.3300 N.]
- 8.5.14 Inform the parents of their right to request the attendance of any official or employee of the providing or resident school district or any other person who may have evidence relating to the proposed action and the manner and time in which to do so. [34 CFR 300.508(a)(2); M.R. 3525.3300 O.]
- 8.5.15 Inform the parents of their right to present evidence and cross examine any employee of the school district(s) or other persons who present evidence at the hearing. [34 CFR 300.508(a)(2); M.R. 3525.3300 P.]
- 8.5.16 Inform the parents of any free or low cost legal services available in the area. [34 CFR 300.506(c)(1-2); M.R. 3525.3300 Q.]

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- 8.5.17 Inform the parents of their right to have the child who is the subject of the hearing present at the hearing. [34 CFR 300.508(b)(1); M.R. 3525.3300 R.]
- 8.5.18 Inform the parents that the hearing shall be closed unless the parent requests an open hearing. [34 CFR 300.508(b)(2); M.R. 3525.3300 S.]
- 8.5.19 Inform the parents that they have a right to obtain a record of the hearing, including the written findings of fact and decisions, whether or not they appeal. [34 CFR 300.508(a)(4-5); M.R. 3525.3300 T.]
- 8.5.20 Inform the parents that their consent is voluntary and that they may revoke it at any time. [34 CFR 300.500(c)]
- 8.5.21 Include a "response form" on which the parent may indicate their approval of or objection to the proposed action and identify the district employee to whom the "response form" should be mailed or given and to whom questions may be directed. [M.R. 3525.3500 E.; M.R. 3525.3600 C.]
- 8.6 Develop and implement procedures which insure that the district provides a parent the opportunity to participate in a conciliation conference. A conciliation conference, when the parent chooses to participate, is to be held at a time and place that is mutually convenient to both parties within ten calendar days after the district's receipt of the written objection of the parent or within ten calendar days after the expiration of the ten day period allowed for parental response when the proposed action is the initial assessment or initial placement. A written memorandum, which is to be sent the parent within seven calendar days of the conciliation conference, shall include: [M.R. 3525.3700 Subp. 1.,2.]
 - 8.6.1 The district's proposed action.
 - 8.6.2 The parents' right to object at an impartial due process hearing and the procedure and time in which to do so on an enclosed "request form" which includes the name of the person to whom it should be given and to whom questions, legal documents, or requests about the hearing may be directed.

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- 8.6.3 The proposed action, unless it is an initial action, will be implemented within seven calendar days after parental receipt of the written memorandum unless the parent makes a written request for a hearing.
- 8.6.4 The information that when the proposed action is an initial action and the parents continue to refuse to provide written permission after the conciliation conference, the district will schedule a hearing within seven days after the expiration of the seven days allowed for parental response after the final conciliation conference.
- 8.6.5 The information that a description of their parental rights and the procedures relative to the hearing will be sent to them when a hearing is scheduled.
- 8.7 Develop and implement the following procedures with regard to impartial due process hearings:
 - 8.7.1 The district shall conduct a hearing whenever a parent refuses to provide written permission for the initial formal assessment or the initial placement and provision of special education services, provided the district has made at least one attempt to obtain this written consent through a conciliation conference. [M.R. 3525.3800]
 - 8.7.2 Parents shall have an opportunity to obtain a hearing initiated and conducted in the school district where the child resides if the parents object to: [34 CFR 300.506(a); M.S. 120.17 Subd. 3b(d)(1-5)]
 - (a) A proposed formal educational assessment or proposed denial of a formal educational assessment of their child.
 - (b) The proposed placement of their child in, or transfer of their child to a special education program.
 - (c) The proposed denial of placement of their child in a special education program or the transfer of their child from a special education program.
 - (d) The proposed provision or addition of special education services for their child.
 - (e) The proposed denial or removal of special education services for their child.

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- 8.7.3 A hearing shall be held whenever the providing district receives the parents' written request for such a hearing. [34 CFR 300.506(b); M.R. 3525.3800]
- 8.7.4 Within five days of receipt of the parents' written request, the providing district shall serve the parents with written notice of rights to and procedures for the hearing which shall inform the parent: [M.R. 3525.3900]
- (a) That the hearing shall take place before an impartial hearing officer mutually agreed to by the school board and the parent. If the school board and parent are unable to agree on a hearing officer, the school board shall request the Commissioner of Education to appoint a hearing officer. [M.S. 120.17 Subd. 3b(d); M.R. 3525.3900 A.]
 - (b) That they will receive notice of the time, date, and place of the hearing at least ten days in advance of the hearing which will be held within 30 days after the written request. [M.R. 3525.3900 B.]
 - (c) That the hearing shall be closed unless the parent requests an open hearing. [34 CFR 300.508(b)(2); M.R. 3525.3300 S.; M.R. 3525.4200]
 - (d) Of the following parental rights and responsibilities:
 - (1) Of their right to receive a list of persons who will testify on behalf of the district concerning the proposed action within five days of the date the district receives their written request for the list of persons testifying. [M.R. 3525.3900 C.(1); M.R. 3525.4200]
 - (2) Of their responsibility, within five days after written request by the district(s), to provide to the district(s) a list of persons who will testify on the parents' behalf concerning the proposed action. [M.R. 3525.3900 C.(2); M.R. 3525.4200]

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- (3) Of their right, at least five days prior to the hearing, to receive from the providing or resident district, a brief resume of "additional material allegations" referring to conduct, situations, or conditions which are discovered to be relevant and which were not contained in the original notice or memorandum; and that if such material allegations are not so disclosed, it shall be left to the discretion of the person conducting the hearing to determine if those material allegations may be introduced or considered. [34 CFR 300.508(a)(3); M.R. 3525.3900(c)(3); M.R. 3525.4200]
- (4) Of their right to be represented in preparation of and at the hearing by legal counsel or other representatives of their choice. [34 CFR 300.508(a)(1); M.R. 3525.3300 L.; M.R. 3525.4200]
- (5) Of their right, in accordance with laws relating to confidentiality, to examine and receive copies of the child's school records before the hearing, including tests, assessments, reports, or other information concerning the educational assessment or reassessment upon which the proposed action may be based. [34 CFR 99.8; 34 CFR 99.11; 34 CFR 104.36; 34 CFR 300.502; 34 CFR 300.562; M.S. 13.04 Subd. 3.; M.R. 3525.3300 M.; M.R. 3525.4200]
- (6) Of their right to call their own witnesses and to present evidence, including expert medical, psychological, and educational testimony and relevant records, tests, assessments, reports, or other information. [34 CFR 300.508(a)(2); M.R. 3525.3300 N.]
- (7) Of their right to request the attendance of any official or employee of the providing or resident district or any other person who may have evidence relating to the proposed action and the manner and time in which to do so. [34 CFR 300.508(a)(2); M.R. 3525.3300 O.; M.R. 3525.4200]
- (8) Of their right to present evidence and cross examine any employee of the district(s) or other persons who present evidence at the hearing. [34 CFR 300.508(a)(2); M.R. 3525.3300 P.; M.R. 3525.4200]
- (9) Of their right to have the child who is the subject of the hearing present at the hearing. [34 CFR 300.508(b)(1); M.R. 3525.3300 S.]

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- (10) Of their right to obtain a record of the hearing including the written findings of fact and decisions whether or not they appeal. The record of the hearing which is made by the district shall be made accessible to the parents within five days of the filing of an appeal by the parents. [34 CFR 300.508(a)(4-5); M.R. 3525.3300 T.; M.R. 3525.4300]
- (e) That at the hearing, the burden of proof is on the district to show that the proposed action is justified on the basis of the child's educational needs or his or her current educational performance, or presenting handicapping conditions, taking into account the presumption that placement in a regular class with special education services is preferable to removal from the regular classroom. [M.R. 3525.3900 D.; M.R. 3525.4300]
- (f) That the hearing officer will make a written decision based only on evidence received and introduced into the record at the hearing not more than 45 days from the receipt of the request for the hearing and that the proposed action will be upheld only upon showing by the district by a preponderance of the evidence. [34 CFR 300.512(a)(1); M.S. 120.17 Subd. 3b(e)(1); M.R. 3525.3900 E.; M.R. 3525.4400 Subp. 1.]
- (g) A hearing officer may grant specific extensions of time beyond the 45 day period at the request of either party. [34 CFR 300.512(a)(1-2); M.S. 120.17 Subd. 3b(e)(1); M.R. 3525.3900 E.; M.R. 3525.4100 Subp. 2.H.; M.R. 3525.4400 Subp. 1.]
- (h) That the decision of the hearing officer is binding on all parties unless appealed to the Commissioner of Education by the parent or the providing district. [34 CFR 300.509; M.R. 120.17 Subd. 3b(e); M.R. 3525.3900 F.]
- (i) That unless the district and parents agree otherwise, the child shall not be denied initial admission to school and that the child's education program shall not be changed as long as the parents object to the proposed action. [34 CFR 300.513(a),(b); M.R. 3525.3900 G.]
- 8.7.5 The hearing shall take place before an impartial hearing officer mutually agreed to by the school board and the parents. If the school board and the parents are unable to agree on a hearing officer, the school board shall request the Commissioner of Education to appoint a hearing officer. The hearing officer shall not be: [34 CFR 300.507(a),(b); M.S. 120.17 Subd. 3b(d); M.R. 3525.4000]

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8.0 PARENT INVOLVEMENT/DUE PROCESS

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- (a) A school board member or employee of the district where the child resides or of the child's district of residence.
 - (b) An employee of any other public agency involved in the education or care of the child.
 - (c) Any person with a personal or professional interest which would conflict with his or her objectivity at the hearing.
 - (d) An employee of the district solely because the person is paid by the district to serve as a hearing officer.
- 8.7.6 The district shall keep a list of persons who serve as hearing officers including a statement of their individual qualifications. [34 CFR 300.507(c)]
- 8.7.7 All hearings are to be held at a time, date, and place that is mutually convenient to all parties. [34 CFR 300.512(d); M.R. 3525.3900]
- 8.7.8 The hearing officer shall prepare a written decision based on evidence received and introduced into the record at the hearing not more than 45 days from the receipt of the request for a hearing. A hearing officer may grant specific extensions of time beyond the 45 day period at the request of either party. [34 CFR 300.512(a)(1); M.S. 120.17 Subd. 3b(e)(1); M.R. 3525.3900 E.; M.R. 3525.4100 Subp. 2.H.; M.R. 3525.4400 Subp. 1.]
- 8.7.9 A hearing decision is final and is binding on all parties unless appealed to the Commissioner of Education by the parent or the providing district. [34 CFR 300.509; M.S. 120.17 Subd. 3b(e); M.R. 3525.3900]
- 8.7.10 All local hearing decisions shall:
- (a) Contain written findings of fact, and conclusions of law, including a statement of the controlling facts upon which the decision is made in sufficient detail to appraise the parties and the Commissioner of Education of the basis and reason for the decision. [M.S. 120.17 Subd. 3b(e)(1-2); M.R. 3525.4400 Subp. 4.A.]

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- (b) State whether the special education services appropriate to the child's needs can be reasonably provided within the resources available to the providing district. [M.S. 120.17 Subd. 3b(e)(3); M.R. 3525.4400 Subp. 4.B.]
 - (c) State the amount and source of any additional district expenditures necessary to implement the decision. [M.S. 120.17 Subd. 3b(e)(4); M.R. 3525.4400 Subp. 4.C.]
 - (d) Include information detailing the right to appeal the decision, the procedure and time in which to do so, and an appeal form on which to indicate the desire to appeal. [M.R. 3525.4500]
- 8.7.11 All hearing decisions shall be filed with the Commissioner of Education and shall be sent by mail to all parties. [34 CFR 300.512(a)(2); M.R. 3525.4500]
- 8.7.12 If a hearing officer requests an independent educational assessment as a part of a hearing, the cost of the assessment is at district expense. All expenses of the hearing, except for the parents' and resident school district's attorney's fees or other expenses incidental to the parent or resident district participation in the hearing, shall be paid by the providing district. [34 CFR 300.503(d); M.R. 3525.4000]
- 8.7.13 During the pendency of any administrative or judicial proceeding regarding a complaint, unless the district and the parents agree otherwise, the child involved in the complaint must remain in his or her present educational placement. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all proceedings. [34 CFR 300.513(a),(b); M.R. 3525.3900 G.]
- 8.8 Develop and implement the following procedures to insure the protection of the confidentiality of any personally identifiable information collected, used, or maintained by the district:
- 8.8.1 Private or confidential data on an individual shall not be collected, stored, used or disseminated by districts for any purpose other than those stated to the individual at the time of collection in accordance with Minnesota Statutes, section 13.04, except as provided in this subdivision. [M.S. 13.05 Subd. 4.]

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8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

- 8.8.2 The district shall establish and implement procedures to insure that all data on individuals is accurate, complete, and current for the purposes for which it was collected, and establish appropriate security safeguards for all records containing data on individuals. [M.S. 13.05 Subd. 5.]
- 8.8.3 Formulate and adopt an up-to-date public document regarding private and confidential data collected, used, or maintained by the district. The public document shall be made available, upon request, to parents and shall include: [34 CFR 99.5; M.S. 13.05 Subd. 1., 8.]
- (a) Informing parents of their rights under section 438 of the General Education Provisions Act, Part 99, and Minnesota Statutes, section 13.04 (see 8.8.4). [34 CFR 99.5(a)(1); 34 CFR 99.6(a)(1-2); M.S. 13.04]
 - (b) Permitting parents to inspect and review the educational records of the child, including at least: [34 CFR 99.5(a)(2); 34 CFR 99.11; 34 CFR 300.562; M.R. 13.04 Subd. 3.]
 - (1) A statement of the procedure to be followed by a parent who requests to inspect and review the educational records of the child. [34 CFR 99.5(a)(2)(i)]
 - (2) With an understanding that it may not deny access to an educational record, a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records. [34 CFR 99.5(a)(2)(ii); 34 CFR 99.11(c); 34 CFR 99.12; 34 CFR 300.562(c)]
 - (3) A schedule of fees for copies. [34 CFR 99.5; 34 CFR 99.8; 34 CFR 300.566; M.S. 13.04 Subd. 3.]
 - (4) A listing of the types and locations of educational records maintained by the district and the titles and addresses of the officials responsible for those records. [34 CFR 99.5(a)(2)(iv); 34 CFR 300.565; 34 CFR 300.572(b); M.S. 13.05 Subd. 1.]
 - (c) Not disclosing personally identifiable information from the records of a child without prior written consent of the parent except as otherwise permitted by 34 CFR 99.31 and 99.37; the policy shall include, at least: [34 CFR 99.5(a)(3); 34 CFR 99.30; 34 CFR 99.31; 34 CFR 99.37; 34 CFR 300.500; 34 CFR 300.571; M.S. 13.05 Subd. 4(d)]

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

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- (1) A statement of whether the district will disclose personally identifiable information from the educational records of a child and, if so, a specification of the criteria for determining which parties are "school officials" and what the district considers to be a "legitimate educational interest." [34 CFR 99.5(a)(3)(i)]
 - (2) A specification of the personally identifiable information to be designated as directory information. [34 CFR 99.5(a)(3)(ii)]
 - (d) Maintaining the record of disclosures of personally identifiable information from the educational record of a child and permitting a parent to inspect that record. [34 CFR 99.5(a)(4); 34 CFR 99.32(a); 34 CFR 300.563]
 - (e) Providing a parent with an opportunity to seek correction of educational records of the child through a request to amend the records or a hearing under Subpart C and permitting the parent to place a statement in the educational records as provided in Reg. 99.21(c). [34 CFR 99.5 (a)(5); 34 CFR 99.20; 34 CFR 99.21; 34 CFR 300.567; 34 CFR 300.568; 34 CFR 300.569(b)]
- 8.8.4 Give annual notice to parents, including parents of children identified as having a primary or home language other than English, which is adequate to fully inform them of the following: [34 CFR 99.6; 34 CFR 300.561]
- (a) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the district intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information. [34 CFR 300.561(a)(2)]
 - (b) A summary of the policies and procedures which the district must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. [34 CFR 300.561(a)(3)]
 - (c) Their rights under section 438 of the General Education Provisions Act, the regulations in Part 99, and the policy adopted under Reg. 99.5 (see 8.8.3); the notice shall also inform parents of the locations where copies of the policy may be obtained. [34 CFR 99.6(a)(1); 34 CFR 300.561(a)(4)]

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

- (d) The right to file complaints concerning alleged failures by the district to comply with section 438 Of the General Education Provisions Act and Part 99. [34 CFR 99.6(a)(2)]

(NOTE: Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the district.) [34 CFR 300.561(b)]

- 8.8.5 Parents are permitted to inspect and review any educational records related to their child which are collected, maintained, or used by the district without unnecessary delay and before any meeting regarding an IEP or hearing related to the identification, assessment, or placement of the child. The right to inspect and review educational records includes: [34 CFR 99.11; 34 CFR 300.562; M.S. 13.04 Subd. 3.]

- (a) Compliance by the district, with the request to inspect, review, and receive copies of records within five days of the date of the request by a parent, excluding Saturdays, Sundays, and legal holidays, if immediate compliance is not possible. (If the district cannot comply within that time, the parent is informed and an additional five days, excluding Saturdays, Sundays, and legal holidays, is permitted). [M.S. 13.04 Subd. 3.]
- (b) The right to a response from the district to a reasonable request for explanations and interpretations of the records. [34 CFR 99.11(b)(1); 34 CFR 300.562(b)(1); M.S. 13.04 Subd. 3.]
- (c) The right to request that the district provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records. [34 CFR 99.11(b)(2); 34 CFR 300.562(b)(2)]
- (d) The right to have a representative of the parent inspect and review the records. [34 CFR 300.562(b)(3)]
- (e) A presumption by the district that either parent has the authority to inspect records related to his/her child unless the district has been provided with evidence that there is a state law or court order governing such matters as divorce, separation, or guardianship under which the parent does not have the authority. [34 CFR 99.11(c); 34 CFR 300.562(c)]

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

(NOTE: The timelines provided in Minnesota Statute, section 13.04, for district compliance with a parent's request to inspect, review, and receive interpretations of a child's records is more restrictive than the 45 day timeline provided in 34 CFR 99.11 and 34 CFR 300.562. Additionally, 34 CFR 99 does not limit the frequency of parental requests to inspect, review, and receive interpretations of a child's records whereas Minnesota Statutes, section 13.04, provides that data need not be disclosed to parents for six months after the last review unless a dispute or action pursuant to the records is pending or additional data has been collected.)

- 8.8.6 The district shall keep a record of parties obtaining access to educational records (except access by parents and authorized employees of the district) including: [34 CFR 99.32(a); 34 CFR 300.563]
- (a) The name of the party.
 - (b) The date access was given.
 - (c) The purpose for which the party is authorized to use the records.
- 8.8.7 If the educational records of a child contain information on more than one child, the parent of the child may inspect and review or be informed of only the specific information which pertains to that child. [34 CFR 99.12(b); 34 CFR 300.104]
- 8.8.8 The district may charge a fee for copies of records made for parents at their request as long as the fee does not effectively prevent the parents from reviewing the records, but does not charge a fee to search for or to retrieve information. [34 CFR 99.8; 34 CFR 99.11(b)(2); M.S. 13.05 Subd. 3.]
- 8.8.9 Private data may be used by and disseminated to any person or agency only if the parents have given their informed consent. Informed consent shall not be deemed to have been given unless the parents have signed a written statement that is: [34 CFR 99.5(a)(3); 34 CFR 99.30; 34 CFR 300.500; 34 CFR 300.571; M.S. 13.05 Subd. 4(d)]
- (a) In plain language. [M.S. 13.05 Subd. 4(d)(1)]
 - (b) Dated. [M.S. 13.05 Subd. 4(d)(2)]

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

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- (c) Specific in designating the particular persons or agencies the data subject is authorizing to disclose information about him/her. [M.S. 13.05 Subd. 4(d)(3)]
 - (d) Specific as to the nature of the information he/she is authorizing to be disclosed. [M.S. 13.05 Subd. 4(d)(4)]
 - (e) Specific as to the persons or agencies to whom he/she is authorizing information to be disclosed. [M.S. 13.05 Subd. 4(d)(5)]
 - (f) Specific as to the purpose or purposes for which the information may be used by any of the parties named in clause (e), both at the time of the disclosure and at any time in the future. [M.S. 13.05 Subd. 4(d)(6)]
 - (g) Specific as to its expiration date (not to exceed one year). [M.S. 13.05 Subd. 4(d)(7)]
- 8.8.10 When disclosure is made of personally identifiable information from the educational records of a child, the district shall, upon request, provide a copy of the record which is disclosed to the parent, and to the child who is not an eligible student if so requested by the child's parents. [34 CFR 99.30(d)]
- 8.8.11 A district may disclose personally identifiable information from the educational records of a child without the written consent of the parent if:
- (a) The disclosure is to other school officials, including teachers, within the district who have been determined by the district to have legitimate educational interests. [34 CFR 99.31(a)(1)]
 - (b) The disclosure is to officials of another school or school system in which the child seeks or intends to enroll, subject to the requirements set forth in 34 CFR 99.34 (see C-F below). [34 CFR 99.31(a)(2)]
 - (c) The district makes a reasonable attempt to notify the parent of the transfer of the records at the last known address of the parent, except when: [34 CFR 99.34(a)(1)(i-ii)]

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

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- (1) The transfer of the records is initiated by the parent at the sending agency or institution.
 - (2) The district includes a notice in its policies and procedures formulated under 34 CFR 99.5 that if it forwards educational records on request to a school in which a student seeks or intends to enroll, the agency or institution does not have to provide any further notice of the transfer.
 - (d) The district provides the parent, upon request, with a copy of the educational records which have been transferred. [34 CFR 99.34(a)(2)]
 - (e) The district provides the parent, upon request, with an opportunity for a hearing. [34 CFR 99.34(a)(3)]
 - (f) A child is enrolled in more than one school, or receives services from more than one school, the schools may disclose information from the educational records of the child to each other without obtaining the written consent of the parent provided that the disclosure meets the requirements of paragraph (a) of this section. [34 CFR 99.34(b)]
- 8.8.12 The district shall decide whether to amend information in educational records collected, maintained, or used under P.L. 94-142 thought by a parent to be inaccurate or misleading or violates the privacy or other rights of their child within 30 days of the receipt of the request and attempts to notify past recipients of inaccurate or incomplete data, including recipients named by the parent. If the district decides to refuse to amend this information in accordance with the request, it informs the parent of the refusal within 30 days and advises the parent of the right to a hearing under 34 CFR 99.21. [34 CFR 99.20; 34 CFR 300.567; M.S. 13.04 Subd. 4.]
- 8.8.13 The district shall, on request, provide an opportunity for a hearing in order to challenge the content of a child's educational records to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 CFR 99.21(a); 34 CFR 300.568]
- 8.8.14 The hearing shall be conducted according to the following procedures which shall include at least: [34 CFR 99.22(a)-(e)]

8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

- (a) The hearing shall be held within a reasonable period of time after the district has received the request and the parent of the child shall be given notice of the date, place, and time reasonably in advance of the hearing.
- (b) The hearing may be conducted by any party, including a school official who does not have a direct interest in the outcome of the hearing.
- (c) The parent of the child shall be afforded a full and fair opportunity to present evidence to the issues raised under 34 CFR 99.21, and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
- (d) The district shall make its decision in writing within a reasonable period or time after conclusion of the hearing.
- (e) The decision of the district shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.

8.8.15 If as a result of the hearing, the district decides the information collected, maintained, or used under P.L. 94-142 in a child's educational record is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. [34 CFR 99.21(b); 34 CFR 300.569(a)]

If as a result of the hearing, the district decides the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district. Any explanation placed in the records of a child under this section must: [34 CFR 99.21(c),(d)(1-2); 34 CFR 300.569(b),(c)(1-2)]

- (a) Be maintained as a part of the records of the child as long as the record or contested portion is maintained by the public school.
- (b) If the records of the child or contested portion is disclosed by the district to any party, the explanation must also be disclosed to that party.

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

8.8.16 A school district may destroy educational records, subject to the following exceptions: [34 CFR 99.13(a),(b),(c)]

- (a) When there is an outstanding request to inspect and review them under 34 CFR 99.11.
- (b) Explanations placed in the education record under 34 CFR 99.21 shall be maintained as provided in 34 CFR 99.21.
- (c) The record of access required under 34 CFR 99.32 shall be maintained for as long as the educational record to which it pertains is maintained.

8.8.17 Parents are to be informed when personally identifiable information collected, maintained, or used under P.L. 94-142 is no longer needed to provide educational services to a child. If parents request it, a child's records must be destroyed. However, a permanent record of a child's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. [34 CFR 300.573(a),(b)]

8.8.18 The district shall provide parents on a request list of the types and locations of educational records collected, maintained, or used by the district. [34 CFR 300.565]

8.8.19 All persons in the district collecting or using personally identifiable information must receive training or instruction regarding the State of Minnesota's policies and procedures concerning data privacy. [34 CFR 300.572(c)]

8.9 Develop and implement the following procedures for the appointment of surrogate parents:

8.9.1 The providing district shall appoint a surrogate parent to ensure, by intervening on behalf of a child, that the rights of the child to a free and appropriate public education are protected when: [34 CFR 300.514(a),(b)(1-2),(c)(1),(e)(1-2); M.R. 3525.2430; M.R. 3525.2440]

- (a) The parent, guardian, or conservator is unknown or unavailable. [34 CFR 300.514(a)(1-2); M.R. 3525.2440 A.]

Standards: Parent Involvement/Due Process

8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

- (b) Parental rights have been terminated. [M.R. 3525.2440 B.]
 - (c) The child is a ward of the state. [34 CFR 300.514(a)(3)]
 - (d) The parent requests in writing the appointment of a surrogate parent; the request may be revoked in writing at any time. [M.R. 3525.2440 D.]
- 8.9.2 The district shall make reasonable efforts to locate the child's parent prior to the appointment of a surrogate. These may be made through documented phone calls, letters, certified letters with return receipts, and visits to the parent's last known address. [34 CFR 300.514(a)(2); M.R. 3525.2435]
- 8.9.3 The person appointed as the surrogate parent shall not receive public funds to care for the child. However, a foster parent may serve as a surrogate parent if appointed and if no conflict of interest exists. The district shall consult the county welfare office before appointing the surrogate parent when a child is the ward of the Commissioner of Human Services. [34 CFR 300.514(c)(2)(i); M.R. 3525.2340; M.R. 3525.2345]
- 8.9.4 The district shall either make the information and training available to the surrogate parent or appoint a surrogate parent who has all the following knowledge and skills: [34 CFR 300.514(c)(2)(ii); M.R. 3525.2455]
- (a) State and federal requirements relating to the education of handicapped children. [M.R. 3525.2455 A.]
 - (b) District structure and procedures relating to the education of handicapped children. [M.R. 3525.2455 B.]
 - (c) Nature of the child's disability and needs. [M.R. 3525.2455 C.]
 - (d) An ability to effectively advocate an appropriate educational program for the pupil. [34 CFR 3525.2455 D.]

8.0 PARENT INVOLVEMENT/DUE PROCESS

STANDARDS

- 8.9.5 The district may remove the surrogate parent by majority vote of the school board. The surrogate parent must be notified (in writing) of the time and place of the meeting at which a vote is to be taken and of the reasons for the proposed removal. The surrogate parent shall be given the opportunity to be heard. Removal may be for any of the following reasons: [M.R. 3525.2450 A.-E.]
- (a) Failure to perform the duties required in the team meeting and IEP process and those cited in Part B of the Education of the Handicapped Act.
 - (b) Conflict of interest as referenced in 34 CFR 300.514(c)(2) (see 8.9.3).
 - (c) Actions that threaten the well-being of the assigned child.
 - (d) Failure to appear to represent the child.
 - (e) Change in eligibility for special education.
- 8.10 Develop and implement procedures which insure that the district provides reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of the district's special education programs. [34 CFR 76.301(b)(5)]
- 8.11 Develop and implement procedures which insure that the district makes the application, evaluations, and reports relating to P.L. 94-142 available for public inspection. [34 CFR 76.304]

Standards: Parent Involvement/Due Process

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9.0 PERSONNEL DEVELOPMENT

Personnel development is a structure for personnel planning and focuses on preservice and inservice needs in order to plan a program to meet the needs of handicapped children.

STANDARDS

9.1 Develop and implement a comprehensive system of personnel development which meets the following requirements: [34 CFR 300.139; 34 CFR 300.224; 34 CFR 300.380(a)-(c)]

9.1.1 Insure that public and private institutions of higher education, and other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) which have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development. The nature and extent of participation and the responsibilities of the state education agency, local education agency, public and private institutions of higher education, and other agencies shall be described in the plan. [34 CFR 300.381(a)-(b)]

9.1.2 The personnel development plan must: [34 CFR 300.382(f)(1-7)]

- (a) Describe the process used in determining the inservice training needs of personnel engaged in the education of handicapped children.
- (b) Identify the areas in which training is needed (such as individualized educational programs, nondiscriminatory testing, least restrictive environment, procedural safeguards, and surrogate parents).
- (c) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents).
- (d) Describe the content and nature of training for each area in which training is needed.
- (e) Describe how the training will be provided in terms of:
 - (1) Geographical scope (such as statewide, regional, or local).

Standards: Personnel Development

9.0 PERSONNEL DEVELOPMENT

STANDARDS

- (2) Staff training source (such as college and university staffs, state and local educational agency personnel, and non-agency personnel).
 - (f) Specify the funding sources to be used, and the time frame for providing it.
 - (g) Specify procedures for effective evaluation of the extent to which program objectives are met.
- 9.1.3 Activities sufficient to carry out the personnel development plan are to be scheduled. [34 CFR 300.380(b)]
- 9.1.4 The personnel development plan must provide for ongoing inservice training programs for all general and special educational instructional, related services, and support personnel. These programs are to include: [34 CFR 300.380(a); 34 CFR 300.382(e)(1-3)]
- (a) The use of incentives which insure participation by teachers (such as released time, payment for participation, options for academic credit, certification renewal, or updating professional skills).
 - (b) The involvement of local staff.
 - (c) The use of innovative practices which have been found to be effective.
- 9.1.5 The personnel development plan must include effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects. [34 CFR 76.301(c)(8)(i-ii); 34 CFR 300.380(c); 34 CFR 300.384(a)]
- Dissemination includes: [34 CFR 300.384(b)]
- (a) Making those personnel and administrators aware of the information and practices.
 - (b) Training designed to enable the establishment of innovative programs and practices targeted on identified local needs.

Standards: Personnel Development

9.0 PERSONNEL DEVELOPMENT

STANDARDS

(c) Use of instructional materials and other media for personnel development and instructional programming.

9.1.6 The district may enter into contracts with institutions of higher education, local education agencies or other agencies, institutions, or organizations (which may include parent, handicapped, or other advocacy organizations), to carry out: [34 CFR 300.382(d)(1-3)]

(a) Experimental or innovative personnel development programs.

(b) Development or modification of instructional materials.

(c) Dissemination of significant information derived from educational research and demonstration projects.

9.2 Develop procedures to implement an individual growth plan based on the performance appraisal and/or other needs assessment results.*

9.3 Develop a professional library which is made available to regular education and special education personnel.*

*Best Practice

Standards: Personnel Development

10.0 INTERAGENCY COOPERATION

Interagency cooperation refers to the development, collaboration, coordination, and organization of agencies to provide services to handicapped children and adults.

STANDARDS

- 10.1 Every district shall insure that all handicapped children are provided the special instruction and services which are appropriate to their needs. [34 CFR 300.121; 34 CFR 300.600; M.S. 120.17 Subd. 3a(a); M.R. 3525.0300]
- 10.2 Develop and implement procedures which insure that the district, in cooperation with the county in which the district is located, establishes an interagency early learning committee for handicapped children under the age of five and their families. [M.S. 120.17 Subd. 12(1-5)]
 - 10.2.1 Members of the committee shall be representatives of:
 - (a) Local and regional health agencies.
 - (b) Local and regional educational agencies.
 - (c) Local and regional county human service agencies.
 - (d) Developmental achievement centers.
 - (e) Current service providers.
 - (f) Parents of young handicapped children.
 - (g) Other public and private agencies as appropriate.
 - 10.2.2 The committee shall perform the following ongoing duties:
 - (a) Identify current services and funding being provided within the community for handicapped children under the age of five and their families.
 - (b) Establish and evaluate the identification, referral, and community learning systems to recommend, where necessary, alterations and improvements.

Standards: Interagency Cooperation

10.0 INTERAGENCY COOPERATION

STANDARDS

- (c) Facilitate the development of interagency individual education plans when necessary to appropriately serve handicapped children under the age of five and their families.
 - (d) Review and comment on the early learning section of the total special education system for the district.
 - (e) Review and comment on the funding sources that currently exist for the services being provided to handicapped children under the age of five and their families.
- 10.3 Develop and implement the following procedures for handicapped children who are or have been placed in or referred to a private school or facility by the district:
- 10.3.1 Insure that a handicapped child who is placed in or referred to a private school or facility by the district: [34 CFR 300.401(a)(1-3),(b); M.R. 3525.0800]
- (a) Is provided special education and related services:
 - (1) In conformance with an individualized educational program.
 - (2) At no cost to the parents.
 - (3) At a school or facility which meets the standards that apply to state and local educational agencies.
 - (b) Has all of the rights of a handicapped child who is served by the district.
- 10.3.2 Insure that before a handicapped child is placed in or referred to a private school or facility, the district initiates and conducts a meeting to develop an individualized educational program for the child in accordance with 34 CFR 300.343 (see 4.2.3) and invites a representative of the private school or facility to attend the meeting. If a representative cannot attend, other methods such as individual or conference telephone calls shall be used to insure their participation. [34 CFR 300.347(a)(1)(2)]

Standards: Interagency Cooperation

10.0 INTERAGENCY COOPERATION

STANDARDS

10.3.3 Insure that if the private school or facility initiates and conducts meetings to review and revise the child's individualized educational program, the parents and a district representative are involved in any decision about the child's IEP and agree to the proposed changes in the program before those changes are implemented. [34 CFR 300.347(b)(2)(i-ii)]

10.3.4 If a handicapped child has available a free appropriate public education and the parents choose to place the child in a private school or facility, the district is not required to pay for the child's education at the private school or facility. However, the district shall make services available to the child as provided under 34 CFR 300.450-300.460. [34 CFR 300.403(a)]

Disagreements between a parent and the district regarding the availability of a program appropriate for the child, and the question of financial responsibility are subject to the due process procedures under 34 CFR 300.500-300.514. [34 CFR 300.403(b)]

10.3.5 Insure that the private schools located within the district submit reports to the district superintendent at such times and containing such information as is required of public schools. [M.S. 120.12 Subd. 2]

10.4 Develop and implement the following procedures for handicapped children not placed in or referred to a private school or facility by the district:

10.4.1 Insure that the district provides services to private school handicapped children and does so at a public school or a neutral site through such arrangements as dual enrollment on a shared time basis. [34 CFR 300.452; M.S. 120.17 Subd. 9.; M.S. 123.932 Subd. 9.; M.S. 124A.034 Subd. 2.]

(NOTE: Minnesota Statutes, section 123.932, subd. 9 (1980) defines neutral site as follows:

"Neutral site" means a public center, a nonsectarian nonpublic school, a mobile unit located off the nonpublic school premises, or any other location off the nonpublic school premises which is neither physically nor educationally identified with the functions of the nonpublic school.)

Standards: Interagency Cooperation

10.0 INTERAGENCY COOPERATION

STANDARDS

- 10.4.2 Insure that if a handicapped child is enrolled in a parochial or other private school and receives special education and related services from the district, the district. [34 CFR 300.343(a); 34 CFR 300.348(a),(b)]
- (a) Initiates and conducts meetings to develop, review, and revise an IEP for the child.
 - (b) Insures that a representative of the parochial or other private school attends each meeting or, if a representative cannot attend, that other methods such as individual or conference telephone calls are used to insure participation.
- 10.4.3 Insure that the district provides handicapped children enrolled in a parochial or other private school with a genuine opportunity for equitable participation and that the opportunity to participate is in a manner that is consistent with the number of eligible private school children and their needs. [34 CFR 76.651(a)(1-2)]
- 10.4.4 Insure that the district maintains continuing administrative control and direction over those special education services it provides to children enrolled in parochial or other private schools. [34 CFR 76.651(a)(3)]
- 10.4.5 Insure that the needs of, numbers of, and benefits to private school handicapped children are on a basis comparable to that used for public school handicapped children. [34 CFR 76.653]
- 10.4.6 Insure that children enrolled in private schools are provided program benefits that are comparable, in quality, scope, funding, and opportunity to participate, to those provided for public school children with the same needs and who are in that group, attendance area, age, or grade level. If the needs are different, the program benefits and funds expenditure must be different. [34 CFR 76.654]
- 10.4.7 Insure that programs and projects carried out in public facilities which involve joint participation by eligible handicapped children enrolled in private schools and handicapped children enrolled in public schools are not separated into classes on the basis of school enrollment or the religious affiliations of the children. [34 CFR 76.657]

Standards: Interagency Cooperation

10.0 INTERAGENCY COOPERATION

STANDARDS

- 10.5 Develop and implement procedures which insure that the district does not purchase special education services for a child from a public or private agency when such service is available and can be made available and can be more appropriately provided as the least restrictive alternative within the district. [M.R. 3525.0800]
- 10.6 Develop and implement a process for facilitating interagency collaboration, including the involvement of representatives from other agencies in identification, referral, assessment and program planning, as appropriate.*
- 10.7 Develop a list of agencies serving handicapped persons, including contact persons and services available.*
- 10.8 Develop a process for the transition of students from school to work and/or to other agency services.*
- 10.9 Establish a process for school social workers, school psychologists, and other related service personnel to refer students to out-of-school services.*

*Best Practice

Standards: Interagency Cooperation

11.0 TRANSPORTATION

Transportation is the physical movement of handicapped children between homes and to instructional facilities for both regular and special education programs and facilities.

STANDARDS

- 11.1 Develop and implement procedures which insure that free transportation services are provided to any handicapped child who requires special transportation services because of his or her handicapping conditions and/or special program needs. This shall apply when the handicapping conditions of the child are such that the child cannot be safely transported on the regular school bus route and/or when the child is transported on a special route for the purpose of attending an approved special education program. [34 CFR 300.13(b)(13)(i); M.R. 3520.3300 Subp. 1.]
- 11.2 Develop and implement procedures which insure that the vehicles used to transport handicapped children are appropriate to the handicapping conditions of the children. [M.R. 3520.3300 Subp. 3.]
- 11.3 Develop and implement procedures which insure that the vehicles used for transporting handicapped children comply with the provisions of Minnesota Rules, parts 3520.3700 to 3520.5800, regarding the physical and technical properties of the vehicles. [M.S. 169.451 Subd. 2.; M.R. 3520.3300 Subp. 3.]
- 11.4 Develop and implement procedures which insure that the length of time a handicapped child is transported shall be appropriate to the physical, mental, and emotional well-being of the child. In general, a handicapped child should not spend more time in transit than a nonhandicapped child except as may be required because of the unique location of the child's program. [M.R. 3520.3300 Subp. 3.]
- 11.5 Develop and implement procedures which insure that all vehicles used to transport handicapped children are equipped with a two-way communications system and/or have a responsible aide to provide necessary assistance and supervision which cannot safely be provided by the driver. The determination of whether a communications system and/or an aide are required shall reflect the needs of the children and be based on such factors as handicaps of children transported, distance traveled, density of population, terrain, and any other factors which may affect the safety of the handicapped children. Exceptions to the above may be made upon mutual agreement between the parents and the district. [M.R. 3520.3300 Subp. 3.]

11.0 TRANSPORTATION

STANDARDS

- 11.6 Develop and implement procedures which insure that specially adapted seats, support, and/or protective devices shall be provided for all children who require such devices to insure their safe transportation. Such devices shall be selected by the district in consultation with the child's parents and on the basis of the specific needs of the individual handicapped child. [34 CFR 300.13(b)(13)(iii); M.R. 3520.3300 Subp. 3.]
- 11.7 Develop and implement procedures which insure that each driver of a vehicle for handicapped children is carefully selected to fulfill the unique requirements of the job and that drivers are assigned to each route on a regular basis whenever possible. [M.R. 3525.3400]
- 11.8 Develop and implement procedures which insure that each aide assigned to a vehicle transporting handicapped children, or driver if no aide is assigned, or both, shall: [M.R. 3520.3400 A.-D.]
- 11.8.1 Have available in the vehicle a typewritten card indicating:
- (a) Child's name and address.
 - (b) Nature of child's handicaps.
 - (c) Emergency health care information.
 - (d) Name and phone of child's physician, parents, guardians or custodians, and another person who can be contacted in an emergency.
- 11.8.2 Be instructed in the proper emergency health care procedures for the children in their care. In addition, within one month after the effective date of assignment, participate in a program of inservice training on the proper methods for dealing with the specific needs and problems of those children.
- 11.8.3 Assist children on and off the bus when necessary for their safety.
- 11.8.4 Insure that protective safety devices are in use and fastened properly.

11.0 TRANSPORTATION

STANDARDS

- 11.9 The district may adopt such additional operating rules governing transportation of handicapped children as deemed necessary to meet local conditions and needs, providing they do not conflict with state laws and rules. [M.R. 3520.3500]
- 11.10 Develop a process and designate an individual for completing the Minnesota State Department of Education's transportation report on handicapped children.*

*Best Practice

Standards: Transportation

12.0 INSTRUCTIONAL RESOURCES

Instructional resources refers to the specific supplies, instructional materials, and equipment appropriate to meet the needs of individual handicapped children.

STANDARDS

- 12.1 Develop and implement procedures which insure that the necessary special equipment and instructional materials are supplied to provide instruction, related services, and support services to handicapped children. [M.R. 3525.1400]
- 12.2 Develop and implement the following procedures for the use, control, and maintenance of equipment purchased with Part B funds:
 - 12.2.1 Equipment is used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by federal funds. When no longer needed for the original project or program, the equipment is transferred under 34 CFR 74.136 or used in other projects or programs currently or previously sponsored with federal funds. [34 CFR 74.137(a)]
 - 12.2.2 Part B property records are kept up-to-date and provide for: [34 CFR 74.132; 34 CFR 74.140(a); 45 CFR Part 100b, 651(a)(3)]
 - (a) Inventory of tangible personal property having a useful life of more than one year and acquisition cost of \$300 or more per unit.
 - (b) Description of the equipment, including manufacturer's model number (if any).
 - (c) An identification number, such as the manufacturer's serial number.
 - (d) Identification of the grant (Part B) under which equipment was acquired.
 - (e) Acquisition date and unit acquisition cost.
 - (f) Location, use, and condition of the equipment and the date the information was reported.
 - (g) All pertinent information on the ultimate transfer, replacement, or disposition of the equipment.

Standards: Instructional Resources

12.0 INSTRUCTIONAL RESOURCES

STANDARDS

- (h) The title and administrative control over all equipment placed on private school premises being retained by the district.
- 12.2.3 A physical inventory of equipment purchased under Part B funds has been taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the equipment. [34 CFR 74.140(b)]
- 12.2.4 A control system is in effect to insure adequate safeguards to prevent loss, damage, or theft of the equipment purchased with Part B funds. Any loss, damage, or theft of equipment shall be investigated and fully documented. [34 CFR 74.140(c)]
- 12.2.5 Adequate maintenance procedures have been implemented to keep any equipment purchased with Part B funds in good condition. [34 CFR 74.140(d)]
- 12.2.6 Equipment is being utilized in accordance with the information provided on the approved budget of the applicable Special Education Program Applications. [34 CFR 76.301(c)(2)]
- 12.3 If the district places equipment and supplies in a private school which have been purchased with funds provided under Part B of the Act, the district shall:
 - 12.3.1 Insure that the equipment or supplies placed in a private school: [34 CFR 76.661(c)(1-2)]
 - (a) Are used only for the purposes of the project.
 - (b) Can be removed from the private school without remodeling the private school facilities.
 - 12.3.2 Remove equipment or supplies from a private school if: [34 CFR 76.661(d)(1-2)]
 - (a) The equipment or supplies are no longer needed for the purposes of the project.
 - (b) Removal is necessary to avoid use of the equipment or supplies for purposes other than project purposes.

12.0 INSTRUCTIONAL RESOURCES

STANDARDS

- 12.4 Conduct physical inventories of equipment purchased with state funds to verify the existence, current utilization, and continued need for the equipment.*

*Best Practice

Standards: Instructional Resources

13.0 COMMUNITY RELATIONS

Community relations is a systematic communication pattern about special education programs and related services in the district's Planning, Evaluation, and Reporting (PER) process.

STANDARDS

- 13.1 Develop and implement procedures which insure that the district provides reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of the district's special education programs. [34 CFR 76.301(b)(5)]
- 13.2 Develop and implement procedures which insure that the district makes any application, evaluation, periodic program plan, or report relating to P.L. 94-142 available for public inspection. [34 CFR 76.304]
- 13.3 Develop and implement procedures which insure that the district establishes an interagency early learning committee (see 10.1) for handicapped children under the age of five and their families. [M.S. 120.17 Subd. 12]
- 13.4 Promote interagency cooperation for planning the transition of handicapped children exiting secondary school programs and moving to employment, postsecondary training and education, and community living.*
- 13.5 Provide information to handicapped students, their parents, and the general public of the vocational opportunities available to handicapped students under the Carl Perkins Act, the Vocational Rehabilitation Act of 1973, P.L. 94-142, etc.*
- 13.6 Establish a local Special Education Advisory Committee.*
- 13.7 Conduct an ongoing public awareness campaign via the development and dissemination of materials and the utilization of various media forms (see 1.1.5).*

*Best Practice

Standards: Community Relations

14.0 FISCAL RESOURCES

Fiscal resources is the means for purchasing and/or obtaining the supplies, materials, and equipment; the services; and the personnel required to provide programs for handicapped children.

STANDARDS

- 14.1 Develop and approve a local budget for special education. [M.S. 121.908 Subd. 3.A.]
- 14.2 Develop and establish an accounting process for special education related expenditures including the UFARS coding system.
- 14.3 Develop and submit applicable state revenue applications for:
 - 14.3.1 State regular school year. [M.S. 124.32]
 - 14.3.2 State residential. [M.S. 124.32]
 - 14.3.3 State special pupil. [M.S. 124.32]
 - 14.3.4 State summer school. [M.S. 124.32]
 - 14.3.5 Local general fund levy to match state aids. [M.S. 275.125 Subd. 8c]
- 14.4 Implement federal application process required by EHA/LAW 20 U.S.C. Statutes, sections 1401-1461 for:
 - 14.4.1 Equipment, construction, and removal of architectural barriers. [1404 and 1406]
 - 14.4.2 Entitlements, allocations, and incentive grants. [1411-1420]
 - 14.4.3 Centers and service. [1421-1427]
 - 14.4.4 Training of personnel. [1421-1435]
 - 14.4.5 Research. [1441-1444]
 - 14.4.6 Instructional media. [1451-1454]
 - 14.4.7 Early childhood. [P.L. 94-142 as amended by P.L. 98-199]

Standards: Fiscal Resources

14.0 FISCAL RESOURCES

STANDARDS

14.5 Develop and implement procedures which insure that all project expenditures are the same as indicated on the budget section of the state and Part B applications. [34 CFR 74, Appendix C, Part II; 34 CFR 76.301(c)(3); 34 CFR 300.240; M.S. 124.32 Subd. 7; M.R. 3525.1200 Subp. 4.]

14.5.1 The governor or any state department or agency designated by him shall comply with any and all requirements of federal law and any rules and regulations promulgated thereunder to enable the application for, the receipt of, and the acceptance of such federal funds. The expenditure of any such funds received shall be governed by the laws of the state except insofar as federal requirements may otherwise provide. [34 CFR 76.700; 34 CFR 300.148; 34 CFR 300.600; M.S. 4.07 Subd. 3; M.R. 3525.1200 Subp. 4.]

14.5.2 Before June 1 of each year, each district providing special instruction and services to handicapped children shall submit to the Commissioner of Education an application for approval of these programs and their budgets for the next school year. The application shall include an enumeration of the costs proposed as eligible for state aid pursuant to this section and of the estimated number and grade level of handicapped children in the district who will receive special instruction and services during the next school year. The application shall also include any other information deemed necessary by the Commissioner for the calculation of state aid and for the evaluation of the necessity of the program, the necessity of the personnel to be employed in the program, the amount which the program will receive from grants from federal funds, or special grants from other state sources, and the program's compliance with the rules and standards of the State Board of Education. The Commissioner shall review each application to determine whether the program and the personnel to be employed in the program are actually necessary and essential to meet the district's obligation to provide special instruction and services to handicapped children pursuant to Minnesota Statutes, section 120.17. The Commissioner shall not approve aid pursuant to this section for any program or for the salary of any personnel determined to be unnecessary or unessential on the basis of this review. The Commissioner may also withhold all or any portion of the aid for programs which receive grants from other state sources. By August 31, the Commissioner shall approve, disapprove, or modify each application and notify each applying district of the action and of the estimated amount of aid for the programs. The Commissioner shall provide procedures for districts to submit additional applications for program and budget approval during the school year for programs needed to

14.0 FISCAL RESOURCES

STANDARDS

meet any substantial changes in the needs of handicapped children in the district. Notwithstanding the provisions of Minnesota Statutes, section 124.15, the Commissioner may modify or withdraw the program or aid approval and withhold aid pursuant to this section without proceeding according to section 124.15 at any time the Commissioner determines the program does not comply with the rules of the State Board of Education or that any facts concerning the program or its budget differ from the facts in the district's approved application. [34 CFR 76.301(c); 34 CFR 76.302; 34 CFR 300.180; 34 CFR 300.194; M.S. 124.32 Subd. 7; M.R. 3525.1200 Subp. 1.,3.]

- 14.5.3 The state shall pay aid for summer school programs for handicapped children on the basis of Minnesota Statutes, section 124.32, subdivisions 1b, 1d, and 5, for the preceding school year. By March 15 of each year, districts shall submit separate applications for program and budget approval for summer school programs. The review of these applications shall be as provided in subdivision 7. By May 1 of each year, the Commissioner shall approve, disapprove, or modify the applications and notify the districts of the action and of the estimated amount of aid for the summer school programs. [34 CFR 76.301(c); 34 CFR 300.180; M.S. 124.32 Subd. 10.; M.R. 3525.1200 Subp. 2.]
- 14.5.4 If the Commissioner of Education determines that the amount of aid is in excess of the school district's entitlement, he or she is authorized to recover the amount of the excess by any appropriate means, including the reduction of future aid payments to the school district.... If the Commissioner determines that the amount of an aid paid is less than the school district's entitlement, he or she is authorized to increase such aid from the current appropriation. [M.S. 124.14 Subd. 2.]
- 14.5.5 The Commissioner of Education shall not take any final action with respect to an application submitted by a district before giving the district reasonable notice and an opportunity for hearing. [34 CFR 300.144; M.S. 124.15 Subd. 4.]
- 14.5.6 A reduction of aid may be appealed to the State Board of Education and its decision shall be final. [M.S. 124.14 Subd. 4.]

14.0 FISCAL RESOURCES

STANDARDS

- 14.6 Develop and implement procedures which insure that the district keeps such records as are necessary to show its compliance with all program requirements and to facilitate an effective audit. [34 CFR 76.301(c)(3-4); 34 CFR 76.722; 34 CFR 76.730(e); 34 CFR 76.731; 34 CFR 76.760(b); 34 CFR 772(a)(4); 34 CFR 300.145; 34 CFR 300.231(c); 34 CFR 300.754(e); M.S. 121.936 Subd. 1.; M.S. 124.32 Subd. 7.; M.R. 3525.0800; M.R. 3525.1310]
- 14.7 Develop and submit to the Commissioner of Education by December 1 of each year an unduplicated child count which accurately specifies the number of children who are eligible for special education and related services as provided for in federal and state rule, who have IEPs, and who are actually receiving those services. [34 CFR 300.5; 34 CFR 300.127(b); 34 CFR 300.141; 34 CFR 300.751; 34 CFR 300.753; 34 CFR 300.754(a)-(c); M.S. 120.03 Subd. 1-5; M.S. 120.17 Subd. 1; M.S. 124.32 Subd. 7.]
- 14.7.1 The district may not count Indian children on or near reservations and children on military facilities if it provides them no special education. If the state or the local education agency is responsible for serving these children, and does provide them special education and related services, they may be counted. [34 CFR 300.753, Comment Section]
- 14.7.2 The state shall recover any funds provided under Part B of the Act for services to a child who is determined to be erroneously classified as eligible to be counted (see 14.1.2 and 14.1.4). [34 CFR 300.141; M.S. 124.32 Subd. 7.; M.S. 124.14 Subd. 2]
- 14.8 Develop and implement procedures which insure that the district only uses funds under Part B of the Act for the excess costs of providing special education and related services for handicapped children. [34 CFR 300.182; 34 CFR 300.229]
- 14.9 Develop and implement procedures which insure that the district uses Part B funds to supplement and, to the extent practicable, increase the level of services provided by state and local funds for the education of handicapped children, and in no case to supplant those state and local funds. [34 CFR 300.230]
- 14.10 Develop and implement procedures which insure that the district does not commingle funds provided under Part B of the Act with state funds. [34 CFR 300.145]

Standards: Fiscal Resources

14.0 FISCAL RESOURCES

STANDARDS

- 14.11 Develop and implement procedures which insure that the district does not use Part B funds to provide services to handicapped children unless the agency uses state and local funds to provide services to those children which, taken as a whole, are at least comparable to services provided to other handicapped children in that agency. [34 CFR 300.231(b)]
- 14.12 Develop and implement procedures which insure that the district uses funds provided under Part B of the Act in the following order of priorities:
- 14.12.1 To support child identification, location, and evaluation activities. [34 CFR 300.321(a)(1)]
- 14.12.2 To provide free appropriate public education to newly identified first priority children. [34 CFR 300.321(a)(1)]
- 14.12.3 To meet the full educational opportunities goal required under section 300.304, including employing additional personnel and providing inservice training, in order to increase the level, intensity, and quality of services provided to individual handicapped children. [34 CFR 300.304(a),(b)]
- 14.12.4 To meet the other requirements of Part B of the Act. [34 CFR 300.321(a)(3)]
- 14.13 Develop and implement procedures which insure that the district, when remodeling existing facilities to meet the needs of severely handicapped children, has received prior approval and that the outcome conforms to the stated cost and purpose. [34 CFR 76.301(c)(2)]
- 14.14 Develop and implement procedures which insure that the district's interagency early learning committee (see 10.1) reviews and comments on the funding sources that currently exist for the services being provided to handicapped children under the age of five and their families. [M.S. 120.17 Subd. 12(5)]
- 14.15 Develop and implement procedures which insure that the district does not use funds provided under Part B of the Act to finance:
- 14.15.1 Classes that are organized separately on the basis of school enrollment or religion of the children if the classes are at the same site and include public and nonpublic children. [34 CFR 76.657]

Standards: Fiscal Resources

14.0 FISCAL RESOURCES

STANDARDS

- 14.15.2 The existing level of instruction in a private school or to otherwise benefit the private school. [34 CFR 76.658]
- 14.15.3 The salaries of teachers or other employees of private schools except for services performed outside their regular hours of duty and under agency supervision and control. [34 CFR 76.660]
- 14.15.4 The construction of private school facilities. [344 CFR 76.662]
- 14.16 The district's special education and vocational education personnel should be encouraged to jointly negotiate the individual child's need for support staff and funding sources for management aids, job coaches, technical tutors, etc.*

*Best Practice

Standards: Fiscal Resources

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15.0 GOVERNANCE

Governance is the administrative structure and long-range plans through which the special education system operates.

STANDARDS

- 15.1 Develop administrative policies and procedures which are applicable to:
 - 15.1.1 Joint power by-laws and operating procedures. [M.S. 471.59]
 - 15.1.2 Host district cooperative by-laws and operating procedures. [M.S. 122.535, 122.541]
 - 15.1.3 Intermediate district by-laws and operating procedures. [34 CFR 300.7; M.S. 136D]
 - 15.1.4 Educational Cooperative Service Unit (ECSU) by-laws and operating procedures. [M.S. 123.58-123.601]
 - 15.1.5 Single district by-laws and operating procedures. [M.S. 123.32-123.51]
- 15.2 Develop and submit to the Commissioner of Education the district's plan for providing instruction and related services for all children, the Total Special Education System. The plan shall include descriptions of the district's: [M.R. 3525.1100 A.-C.]
 - 15.2.1 Study procedures for the identification and assessment of pupils.
 - 15.2.2 Method of providing the instruction and related services for the identified pupils.
 - 15.2.3 Administration and management plan to assure effective and efficient results of 15.2.1 and 15.2.2.
- 15.3 The district shall be exempted from the rules of the State Board of Education when an experimental proposal that the Board has approved is being implemented by the district. No exemption shall be given from federal regulations and Minnesota Rules, part 3525.1500, subp. 1 and part 3525.2350, subp. 2. The State Board shall approve, disapprove, or modify continuation of the experimental proposal after three years. A proposal shall be designed to accomplish at least one of the following: a) improved instructional quality; b) increase cost effectiveness; or c) make better use of community resources or technology. When a district applies for an exemption, it shall submit a proposal which sets forth:

Standards: Governance

15.0 GOVERNANCE

STANDARDS

- 15.3.1 The proposal's goals and objectives.
- 15.3.2 The method by which the proposal will improve effectiveness and efficiency.
- 15.3.3 Annual review procedures for up to three years.
- 15.3.4 Rules from which it seeks exemption.
- 15.3.5 Evidence that the district staff and parents, who would be affected, participated in the development and will participate in the annual review of the proposal, and that the proposal has the approval of the district school board.
- 15.3.6 Evidence that the parents whose children would be involved will be fully informed at the team meeting and will have the opportunity to approve or disapprove placement in the experimental program.
- 15.3.7 The annual evaluation procedures to be used to demonstrate attainment of the proposal goals and objectives, and the effectiveness of the proposal.
- 15.4 Develop and update an organizational chart.*

*Best Practice

Standards: Governance

BIBLIOGRAPHY

STANDARDS: FEDERAL

<u>Name of Program</u>	<u>Authorizing Statute</u>	<u>Implementing Regulations</u>
Assistance to States for Education of Handicapped Children	Part B of the Education of the Handicapped Act - P.L. 94-142 Title VI	34 CFR Part 300
Assistance to States for Education of Handicapped Children - Procedures for Evaluating Specific Learning Disabilities	Part B of the Education of the Handicapped Act - P.L. 94-142 Title VI	Amendments to 34 CFR Part 300
Administration of Grants	5 U.S.C. 301	34 CFR Part 74
State Administered Programs	Sec. 408(a)(1), P.L. 90-247, 88 Stat. 559, 560, as amended	34 CFR Part 76
Privacy Rights of Parents and Students	Sec. 438 P.L. 90-247, Title IV, as amended, 88 Stat. 571-574	34 CFR Part 99 (Cross-referenced with Part 300)
Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefitting from Federal Assistance	Sec. 504, Rehabilitation Act of 1973, P.L. 93-112, 87 Stat. 394 (39 U.S.C. 794)	34 CFR Part 104

STANDARDS: STATE

<u>Name of Program</u>	<u>Authorizing Statute</u>	<u>Implementing Rules</u>
Rules of the State Board of Education, Chapter 3500: Classification for State Aids, Minimum Requirements for Elementary and Secondary Schools		3500.0500 3500.0800
Rules for the State Board of Education, Chapter 3500: Classification for State Aids, Minimum Requirements for Elementary Schools		3500.1100 3500.1200
Rules of the State Board of Education, Chapter 3500: Classification for State Aids, Minimum Requirements for Middle Schools		3500.1600
Rules of the State Board of Education, Chapter 3500: Classification for State Aids, Minimum Requirements for Secondary Schools		3500.1900 3500.2000 3500.2100

Standards: Bibliography

STANDARDS: FEDERAL

<u>Name of Program</u>	<u>Authorizing Statute</u>	<u>Implementing Regulations</u>
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STANDARDS: STATE

<u>Name of Program</u>	<u>Authorizing Statute</u>	<u>Implementing Rules</u>
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Rules of the State Board of Education, Chapter 3525: Standards and Procedures of Special Education Instruction and Services for Children and Youth Who Are Handicapped	(Minnesota Statute) M.S. 120.03, M.S. 120.17, M.S. 124.32	3525.0200- 3525.7500
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Rules of the State Board of Education, Chapter 3520: Rules, Operation of School Buses and Pupil Transportation Safety Education Program		3520.2400- 3520.3500
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Minnesota Government Data Practices Act	(Minnesota Statute) M.S. 13.01-13.09 and 13.32)	1205.0100- 1205.2000
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APPENDIX B

RESOURCE LIST

Appendix B

Resource List

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Resource List: Program Planning

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APPENDIX C

DATA COLLECTION AND EVALUATION PROCEDURES:
DESCRIPTION OF TERMS

Data Collection and Evaluation Procedures: Description of Terms

A number of generic data collection and evaluation methods have been mentioned throughout the Minnesota Model for Special Education System Development and Improvement manual. Most methods can be characterized by two types of procedures. They are:

1. Quantitative procedures which result in numerical data. Such data is called "convergent" because phenomena (opinions, performances, behaviors) are reduced and put into categories that can be assigned a number. These numbers can then be summarized and manipulated.
2. Qualitative procedures which yield narrative information. These procedures tend to capture broader and more open-ended perspectives about complex phenomena. These data are often harder to analyze and summarize.

The following charts summarize and illustrate each of the 11 quantitative and 12 qualitative procedures as described in "Evaluation Sourcebook" by Brinkerhoff et al, pages 84-86.

QUANTITATIVE PROCEDURES

Procedure	What It Measures or Records	Example
1. Behavior Observation Checklist	Particular physical and verbal behaviors and actions	Record how frequently teachers use a new questioning technique
2. Interaction Analysis	Verbal behaviors and interactions	Observers code faculty classroom interactions
3. Inventory Checklist	Tangible objects are checked or counted	School bulletin boards are checked for inservice related materials
4. Judgmental Ratings	Respondent's ratings of quality, effort, etc.	Experts rate the adequacy of the college curriculum
5. Knowledge Tests	Knowledge and cognitive skills	Faculty are tested on knowledge of special education laws
6. Opinion Survey	Opinions and attitudes	Superintendents are asked to rate their attitudes toward PL 94-142
7. Performance Tests and Analysis	Job-related and specific task behaviors	Principals are observed and rated on how they conduct an interview

Procedure	What It Measures or Records	Example
8. Q-Sorts, Delphi	Perceived priorities	Parents prioritize teacher inservice needs
9. Self-Ratings	Respondents rate their own knowledge or abilities	Students rate how well they can administer different diagnostic devices
10. Survey Questionnaire	Demographic characteristics, self-reported variables	Teachers report how frequently they use certain resource center materials
11. Time Series Analysis	Data on selected variables are compared at several time points	Frequencies of key practicum behaviors of students are charted over the course of a new semester-long seminar

QUALITATIVE PROCEDURES

Procedure	What It Measures or Records	Example
1. Wear and Tear Analysis	Apparent wear or accumulation on physical objects	Learning center materials are inventoried before and after a workshop to determine usage or removal
2. Physical Evidence Analysis	Residues or other physical by-products are observed	Waste-basket contents are inventoried after workshop to see what material was thrown away
3. Case Studies	The experiences and characteristics of selected persons in a project	A few graduates from each degree program are visited at their jobs and interviews conducted with their colleagues
4. Interviews, Group or Individual	Person's responses and views	Department chair interviews students about course adequacy
5. Panels, Hearings	Opinions, ideas	A panel of teachers reviews the needs assessing survey data to give interpretations
6. Records Analysis	Records, files, receipts	Resource Center receipts are analyzed to detect trends before and after inservice

Procedure	What It Measures or Records	Example
7. Logs	Own behavior and reactions are recorded narratively	Practicum students maintain a log of activities
8. Simulations, "In Baskets"	Persons' behaviors in simulated settings	Students are video-taped introducing a simulated inservice session
9. Sociograms	Preferences for friends, work, and social relationships	An IEP committee pictures their interdependence for conducting meetings
10. Systems Analysis	Components and subcomponents and their functional interdependencies are defined	An evaluator interviews staff about program, depicts these perceptions in a systems analysis scheme
11. Advisory, Advocate Teams	The ideas and viewpoints of selected persons	Teams are convened to judge the merit of two competing inservice plans
12. Judicial Review	Evidence about activities is weighed and assessed	A "jury" reviews the data collected on a new practicum to decide if it should be repeated

APPENDIX D

SCANNING RESOURCE LIST

Appendix D

Scanning Resource List

This popular periodicals list used to scan for emerging issues was composed by William Renfro, Policy Analysis Company of Washington, DC.

AMERICAN HEALTH	HEALTH	MS	ROLLING STONE
ATTENZIONE	HEAVY METAL	NATIONAL LAMPOON	SAVVY
BARTER NEWS	HIGH TECH	NEW AGE	SCIENCE DIGEST
BLACK COLLEGIAN	HORIZON	NEW BODY	SEVENTEEN
BUSINESS WEEK	INC.	NEW REPUBLIC	TECHNOLOGY ILLUSTRATED
CAMPUS LIFE	JET	NUTRITION HEALTH	US
CATHOLIC DIGEST	LADIES HOME JOURNAL	ODYSSEY	VANITY FAIR
COLUMBIA JOURNAL REVIEW	LA FREE PRESS	OMNI	VEGETARIAN TIMES
COMPUTERS & ELECTRONICS	LEARNING	PARENTS	VENTURE

CONSUMERS DIGEST

MEDICAL HOTLINE

PEOPLE

VILLAGE VOICE

DISCOVER

MEDICAL UPDATE

PERSONAL COMPUTING

WORKING MOTHER

EAST WEST JOURNAL

MONEY

PREVENTION

WORKING WOMAN

EBONY

MOTHER EARTH NEWS

PSYCHOLOGY TODAY

WORLD PRESS REVIEW

HARPERS

MOTHER JONES

READER'S DIGEST

WORLD VIEW

YOUNG MS

APPENDIX E

COMPONENT DEFINITIONS

Appendix E

Component Definitions

- 1.0 Identification -- Identification means the continuous and systematic effort made to identify, locate, and screen persons, birth to 21, in need of special education.
- 2.0 Referral -- Referral is a formal, ongoing process for reviewing information related to students who are possibly handicapped and show signs of needing special education. Assessment referral is the process of looking at a student's screening information and making a decision about whether or not to conduct a formal education assessment. Placement referral pertains to the time after a student has been determined eligible for special education and the individual education program (IEP) goals and objectives have been written. Then, the student may be referred for a special placement, such as a state academy, private school, or residential facility.
- 3.0 Assessment -- Assessment is the process of utilizing formal and informal procedures to determine specific areas of student strengths, needs, and eligibility for special education services.
- 4.0 Individual Program Planning -- Individual program planning is the process of determining a student's educational needs, based on assessment data, and completing a written, individual, educational program.
- 5.0 Instructional Delivery/Programs -- Instructional delivery of programs is the system the LEA uses to insure that a continuum of alternative placements is available to meet the needs of handicapped students for special education and related services. Programs may have categorical or noncategorical labels.
- 6.0 Staff -- Staff refers to the identification of the required and qualified personnel to deliver the described program according to the student needs.
- 7.0 Physical Plant -- Physical plant refers to the actual location of schools and classrooms and the settings of classrooms with their school which are used by handicapped students that allow them accessibility of programs and interaction with nonhandicapped students.

- 8.0 Parent Involvement/Due Process -- Parent involvement refers to the parental rights and responsibilities, according to state and federal rules and regulations, in all aspects of acquiring, developing, planning, and implementing special education services for the handicapped student.
- 9.0 Personnel Development -- Personnel development is a structure for personnel planning and focuses on preservice and inservice needs in order to plan a program to meet the needs of handicapped students.
- 10.0 Interagency Cooperation -- Interagency cooperation refers to the development, collaboration, coordination, and organization of agencies to provide services to handicapped youth and adults.
- 11.0 Transportation -- Transportation is the physical movement of handicapped students between homes and instructional facilities for both regular and special education programs and activities.
- 12.0 Instructional Resources -- Instructional resources refers to the specific supplies, equipment, and instructional materials appropriate to meet the needs of individual handicapped students.
- 13.0 Community Relation -- Community relations is a systematic communication pattern about special education programs and related services in the district's Planning, Evaluation, and Reporting (PER) process.
- 14.0 Fiscal Resources -- Fiscal resources is the means for purchasing and/or obtaining services and personnel required to deliver programs for handicapped students.
- 15.0 Governance -- Governance is the administrative structure and long range plans through which the special education system operates.

APPENDIX F

REFERENCES TO THE MINNESOTA SPECIAL EDUCATION COMPLIANCE MANUAL

Appendix F

References to Minnesota Special Education Compliance Manual

For more specific sources of state and federal statutes, rules and regulations, refer to the pages indicated for each component in the Minnesota Special Education Compliance Manual, August 1985.

<u>Components</u>	<u>Minnesota Special Education Compliance Manual - August, 1985</u>
1.0 Identification	p. 8, 52
2.0 Referral	pp. 79-82
3.0 Assessment	pp. 9-14, 43-44
4.0 Individual Program Planning	pp. 15-22
5.0 Instructional Delivery/Program	pp. 21, 22, 52-64, 68-69
6.0 Staff	pp. 66-67, 73-74
7.0 Physical Plant	pp. 4, 70
8.0 Parent Involvement/Due Process	pp. 23-51
9.0 Personnel Development	pp. 71-72
10.0 Interagency Cooperation	pp. 81-82
11.0 Transportation	pp. 76-78
12.0 Instructional Resources	pp. 2-3
13.0 Community Relations	p. 75
14.0 Fiscal Resources	pp. 4-7
15.0 Governance	p. 1

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UPDATE INFORMATION

This manual will be updated on a regular basis as state and federal statutes, rules and regulation change. Suggestions from manual users will also be reflected in future updates.

The updated information will be released each fall, in late October, at the Minnesota's Special Education Director's Conference. Others who return the postcard below will receive updated information during the first part of November.

If you have questions regarding this manual, direct them to:

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Project Coordinator
Minnesota Administrators of Special Education
1884 Como Avenue
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(612) 645--6272

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